DOCUMENT RESUME

ED 070 978 CG 007 671

AUTHOR	Piontkovsky, R.
TITLE	New Vistas for the Community College. Revised Edition.
INSTITUTION	Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).
PUB DATE	May 72
NOTE	179p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Community Colleges; Community Development; *Community Involvement; *Curriculum Development; Educational Objectives; *Educational Philosophy; *Manuals; Mathematics Curriculum; Off Campus Facilities; Social Disadvantagement; Social Values

ABSTRACT

The manual conceptualizes the community college mission as it is differentiated from that of the junior college, the trade institute, and the university. In a time when urbanization and industrialization have led to a loss of sense of community and when even education has become increasingly centralized and depersonalized, the community college has assumed responsibility for a symbiotic arrangement among various traditional community service functions and has matched them to specific community needs in a synergistic ecology. The author feels that the community college program, then, must center around the dialectic between the dichotomies of our social mores and the rights of the individual. Specifically, local opportunities and needs of St. Clair College in Windsor, Ontario are examined, with particular attention to a life skills course. Extensive addenda to the manual include: (1) other community programs; (2) data on the disadvantaged; (3) the instruction centres; (4) the public's view; (5) the community college curriculum; (6) admission procedures; (7) evaluation procedures; (8) problems being faced locally; and (9) a selected bibliography. Pertinent statistical data is provided. (SES)

ED 070978

ST. CLAIR COLLEGE of APPLIED ARTS & TECHNOLOGY

NEW VISTAS FOR THE COMMUNITY COLLEGE

COMMUNITY GUIDANCE SERVICES
STUDENT SERVICES DIVISION

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EDUCATION & WELFARE
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NEW VISTAS FOR THE COMMUNITY COLLEGE

- COMMUNITY GUIDANCE SERVICES -

Revised Edition

by

R. Piontkovsky

Under the Direction of

Dr. R. F. Giroux

WINDSOR

May 1972

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We live at a particularly exciting time in history because our world is in such rapid flux: Within half a century we have progressed from the horse-drawn carriage to interplanetary travel, from slow and restricted means of communication to the modern media. These very rapid technological changes forced upon our predominantly rural society the radically different problems of urban living and of a shrinking world. Not only have these changes produced novel needs, they have also served to make us increasingly aware of the problems of other segments of society, expanding our concept of the community for which we feel responsible. Until recently we felt justified to limit our concerns to our own continent, our own country, our own geographic area, our own social peer group. Indeed there was little opportunity or need to go beyond an awareness of one's immediate environment. One was vaguely aware of racial discrimination in the Southern United States, of a lack of civil rights in Saudi Arabia, of food shortages in China - but all this was so far removed as to border on the meaningless.

It was only with the explosion of the communication media, which in turn brought "the other world" into our living rooms, that we became progressively more aware of the problems of Viet Nam and the concerns of Martin Luther King, re-inforced by the racial and ideological difficulties which commenced to explode in the United States. Still it was "their" problem.

Only within the very recent past did the social problems of Canada become more and more apparent. Perhaps it all started with the quiet revolution of Quebec, which in turn drew our attention to geographic disparities in our country. Still, it remained "their" problem, whether it be the threatened culture of Quebec or poverty in the Maritimes.

The underlying assumption of this presentation, indeed of this program, is that a correspondent awareness is rapidly extending to the problems in our own midst - in our city, in our country. We are becoming aware that North American Indians are not noble savages living in a never-never land, but often socially disadvantaged individuals living in abject poverty in our midst. We are discovering the plight of the undereducated, the unemployed, the working poor, the forgotten old and the alienated young - to name but a few.

Having gained a new awareness of the social problem and an inkling of the magnitude and extent of it, we find ourselves at a loss for viable solutions. The concepts are too novel - the rapidly changing needs are bewildering, the problems are frightening.

Our neighbours to the south were faced with an equivalent problem a little sooner, and we must draw upon their experience and thought for our own purposes. In no way is this to imply that we should accept their solutions lock, stock and barrel - there were too many obviously false starts. Conditions, needs and opportunities vary too greatly. Yet our cultures are similar enough that it would be foolhardy to ignore their pioneering work for the sake of boosting our national ego.

Unfortunately the very concept of "community development" reached Canada only within the last decade, a growing awareness of urban problems and the socially disadvantaged is barely commencing, and our concept of education and the function of educational institutions has undergone little change.

> " there is a serious gap between the discovery of new knowledge and its application. In education, for example, studies have revealed that it takes 35 or more years for research findings to be put to practical use in the classroom. The urgency of today's social problems will not allow us the luxury of such a great time lag. ....positive steps must be taken to reduce this gap to a minimum and apply the knowledge which now exists to the problems of our society."1

It is with gratitude, therefore, that we should take advantage of the pioneering thought which has developed in the United States regarding the novel functions of the community college.2

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(1) Saskatchewan NewStart, "Brief to Senate Committee on Poverty"

(2) For information on the American scene we rely on the writings of Dr. Gunder A. Myran of Michigan State University who has worked extensively in this area under the auspices of a W. K. Kellogg Foundation Grant.

The ideas and practices obviously need adjusting to Canadian realities, and the value judgements to which our culture adheres.

An awareness of the peculiar needs of the urban community was born in the United States in the 1930's. No doubt this was conditioned by the rapid urbanization and industrialization of the country, which has outpaced ours by several decades. It became apparent that the old system of primary-to-secondary-to-university education no longer fulfilled the needs of a majority of the population.

To translate this phenomenon into Canadian terms, and specifically the Ontario situation, we must remember that our goal is to enroll all of our children into an eight year public school program which is directly geared to the requirements of the high school curriculum. Furthermore, the law specifies that a child must (with some minor exceptions) remain in school until age 16, which in effect adds two years of high school to the universal educational requirement.

At this point we encountered difficulties. Since every child is expected to succeed in the school system up to and including grade ten, the requirements had to make allowance for the lowest common denominator of intellectual achievement within the total student population.[3]

The fly in the ointment was the small percentage of students who were heading for university[4] and therefore needed a considerably more rigorous preparation in order to succeed at a high level of academic excellence which the university would hopefully require.

This dichotomy has never been satisfactorily resolved in the Canadian education system. In the early years of the Province the problem was not acute because only children of the socio-economically advantaged reached university, and for the most part they enrolled in private schools, such as Upper Canada College, which gave them adequate preparation.

When the source of intake widened, the high school curriculum was geared towards grade 13, or more specifically the provincially administered grade 13 examination, the threshhold of

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(3) We quote from a letter of March 21, 1972 by the Personnel Manager of Metropolitan Life Insurance Co. Canadian Headquarters: "The general feeling is that education in high schools could be of greater help to Business by concentrating more on basics, particularly reading, writing and arithmetic skills. Every student when graduating from High School should be able to write good English, spell correctly, read intelligently and quickly and understand basic arithmetic." For additional quotes see Appendix D.

(4) Report of Minister of Education for 1970 table 1.4 shows that in 1961, 10 out of 100 students in grade 9 intended to enter university. 15% were expected to obtain grade 13 standing. In 1969, the last year shown, 18% were intending to enter university.

all hopefuls, which was intended to assure a uniformly high level of academic achievement among university freshmen. But the number of high school students aiming for university entrance remained low and we were faced with an anomaly where the system as a whole was geared to accommodate the needs of an insignificant minority.

In an attempt to resolve this state of affairs, the education system surreptitiously screened students into different classes by ability but retained the same prescribed academic content. The result was a high drop out rate among those who could not handle the academic content, those to whom the curriculum seemed irrelevant for their vocational aspirations, and most seriously perhaps, those who felt that the content was unsufficient to stimulate them in a meaningful way. In trying to serve several masters we failed all.[5]

The realization of this state of affairs prompted the Province to introduce distinct high school programs geared to the abilities and aspirations of various students - we thus arrived at two year vocational programs; 4 and 5 year technical, commercial and academic programs - the last obviously intended to be the source of university freshmen. This system is still with us, although it appears to have encountered considerable difficulty

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(5) ibid, shows that in 1961, 43% of the grade 9 population did not reach grade 11.

in terms of a social stigma attached to all but the five year academic program. This in turn annulled the potential benefits of such a distribution and reverted to the old problems. The ungraded credit system introduced in 1970 did not change the picture.

At the Ontario post-secondary level a parallel situation developed: Until World War II, university education was the preserve of the socio-economically advantaged. The influx of veterans who were given access to universities, the baby-boom, the widening of the ideal of more universal education to include the post-secondary level of instruction, all served to swamp unprepared universities.

As post-secondary education increasingly became the norm for a growing segment of the population, the government instituted the community colleges to ease pressure on the universities and to supply an alternate means to vocational post-secondary education at lesser cost.

The striking aspect of this thumb -nail sketch of the evolution of the educational system in Ontario is the persistence of several assumptions:

1. Education is something one offers to the young. It is a terminal process.
2. Education is a vocational tool towards improving one's socio-economic position. The more education, the higher

the income.[6]

3. Education takes place in centrally located buildings with appropriately trained and certified staff. The better the physical facilities and the higher the staff qualifications, the better the educated human product.

At no time were these underlying assumptions seriously questioned in Canada by society or by educators as a group. There is evidence to suggest that these assumptions are being questioned in a mute way by our children who in various ways refuse to conform to the requirements imposed by the system, and there are indications that a growing number of educators are also perturbed about the apparent results of a growing sense of irrelevance and alienation exhibited by the young towards the system.

Perhaps Canada has retained a greater degree of a tradition which accepts the testimony of past experience and of "experts". Be this as it may, we have been slower in looking at other solutions than our southern neighbours, and slower yet in trying them out.

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(6) This can easily be verified by visiting any Ontario high school guidance office.

A second aspect of the problem is the question of social services. In the not-so-distant past, society took a laissez faire attitude towards the many forms of socio-economic disadvantage. "The poor shall always be with you" served as an excuse to ignore their problems. "The poor" involved far more than those whose income was inadequate-it included the handicapped, the under-educated, the unemployed, the old, the ill, and so forth.

With the advance of a more inclusive concept of social responsibility, Canadian society took upon itself the responsibility of extending various services and securities to the disadvantaged. This movement, which has been growing in our civilization over centuries (government supported orphanages appear to be as old as government imposed taxes -whether they be forcefully extracted or offered as part of a social contract), first crystalized in Canada in Saskatchewan. The inalienable right to a child's subsistence became the inalienable right to minimal security in old age the right to retain a family's homestead. Next came adequate medical care. The initial movement has gained surprisingly rapid acceptance in our affluent society. We are now not even shocked at talk of a guaranteed annual income. (Senate Report on Poverty)

Regardless of the value judgements one wishes to make with regard to this development, the indisputable fact is the every growing financial investment[5] and consequent tax burden.

In an attempt to minimize this cost, we have often sought to supply~~ing~~ only the bare essentials of survival[6] which in turn tends to produce a poverty treadmill.

> "The welfare system is increasingly unable to deal with the needs of its clients....It deprives its recipients of dignity and provides no incentive or rewards to escape from poverty".[3]

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[1] Social and Family Services for Essex and Kent Counties alone spent in excess of $14,000,000 in 1969-70, as compared to half that amount for the area's community college.

[2] A deserted mother with one child below the age of nine received $2,234 a year. The Senate Commission on poverty considered that a family unit of two was below the poverty line if their income was less than $3,570 in 1969 and suggested a guaranteed annual income of $2,500. If we add inflation to these three year old guidelines, the picture becomes grim indeed.

[3] Senate Committee on Poverty, Highlights p.10.

II

The American analysis of the problem may be summarized as follows:

1. Due to historical circumstances, a large number of people beyond traditional schooling age lack adequate education to compete in, and to cope with, the modern complexities of urban life.
2. The rapid urbanization of the country congregates such individuals in cities, creating pockets of the socially disadvantaged.
3. In effect, these socially disadvantaged include not only the under-educated, but also various minority groups which require special facilities which the existing educational system is not equipped to supply.
4. The lack of these facilities causes disruptive social manifestations in terms of racial problems, poverty problems, mental health problems, discrimination problems, and other forms of wasted human potential.
5. Ultimately all this leads to financial burdens upon society which exceed the likely cost of a viable solution, quite apart from any humanitarian or moral considerations.

In Canada, our thinking has commenced to move along parallel lines: we now have two poverty reports, we have a growing awareness of problems of social diversity (the Bilingualism and Biculturalism Report) a re-evaluation of the structure of education (the Wright Report). New organizations of the socially disadvantaged - whether they be native Indians or tenants - are springing up like mushrooms after a rain. There is a growing awareness of the right to a dignified life for all citizens and growing concern about the lack of facilities to achieve this laudatory aim.

We are not concerned with the tools available to our various levels of government, such as government sponsored social services and guarantees. Our prime concern is the function CAAT's can and should assume in the community at this trying time of transition.

The key word is, perhaps, "community". Urbanization involved the loss of much of a sense of "community" for the individual. The anonymous city makes no allowances for the need to belong. Neither does industrialized production, where the worker loses all sense of individual achievement and consequent pride in his work. In the name of efficiency we have even centralized education, disrupting one more link of an already weakened urban community. Furthermore, education is geared to the abstracted needs of society, not of a given community. The effect is growing de-personalication and consequent alienation.

The second issue which is central to our discussion is the traditional view of education as a process which commences at or about age six and terminates upon completion of formal training which leads to a vocation. This concept is losing its hold in Canada, it has been all but discarded in the U.S.A. Education is now seen as a life long process of upgrading, retraining, enrichment.

> " 'Education and training' can not be interpreted in the traditional "school system" and "manpower" sense. These are necessary but not sufficient.... needs are much greater and include cultural and social development, life skills, nutrition, home making, pre-natal and child care, money management,the use of credit, etc." 7

The third point is an extension of the second: education no longer connotes the academic or vocational training offered to a young person - it now encompasses the satisfaction of a variety of personal and community needs in any setting, at any age, on any subject.

> "Today there is a growing awareness that sound mental health, the protection of society and the education and welfare of all citizens, are intimately interrelated."8

During the 1960's community services, intended to develop human resources, emerged as the responsibility of community colleges in the U.S.A. Because the CAAT is seen as an integral part of a given geographic community (as opposed to a university which takes in a wider geographic spectrum of interests

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(7) Saskatchewan NewStart Brief to Senate Committee on Poverty.

(8) ibid

and needs) they are ideally located and equipped to supply a variety of services tailored to local requirements.

To indicate the range of community college services visualized by American educators, one may quote Professor Max R. Raines:

A TAXONOMY OF COMMUNITY SERVICE FUNCTIONS

I. Self Development Functions - Those functions and activities of the college primarily focused upon the needs, aspirations and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. This category includes the following functions:

> Personal Counseling Function - Providing opportunities for community members with self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.
>
> Educational Extension Function - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.
>
> Educational Expansion Function - Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.
>
> Social Outreach Function - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

Cultural Development Function - Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.

Leisure-time Activity Function - Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

II. Community Development Functions - These functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic, and political environment of the community (e.g., housing, transportation, air polution, human relations, public safety, etc.).

Community Analysis Function - Collecting and analyzing significant data which reflect existing and merging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.

Inter-agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

Advisory Liaison Function - Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc.

Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

III. Program Development Functions - Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes. This category includes the following functions:

Public Information Function - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

Professional Development Function - Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Management Function - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

Conference Planning Function - Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.

Facility Utilization Function - Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

> Program Evaluation Function - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc. 9

In effect, the community college assumes responsibility for a symbiotic arrangement among various traditional community service functions and matches them to specific community needs in a synergistic ecology.

> "....the need of these groups (the socially disadvantaged) cannot be met by one agency alone, but require an integration of welfare, education, recreation, rehabilitation and other services.... The most appropriate concepts and techniques from education, social work, psychology and other behavioral sciences could be integrated into new types of programs far more effective than the single discipline approach of social agencies today." 10

The deviations from previous concepts of the function of educational institutions are obvious:

1. Education becomes a life long process with continuous intake and discharge, without locked-in programs or calendar restrictions except for vocational training where such structuring may become inescapable.
2. Education is freed from vocational orientations, which however, remain as an option.
3. Instructional methodology and instructor qualifications are freed to find an independent equilibrium between the

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9. Published in G.A. Myran, Community Services in the Community College, Washington 1969, pp.14-16. Variations on the theme may be found in Proceedings of the Twelfth Annual Community College Workshop, Michigan State University 1969.

10. Saskatchewan NewStart Brief to the Senate Commission on Poverty.

community of students and society at large.

4. The college goes out to meet the community - in whatever location they may happen to be and utilize whatever housing is available, subject only to the need for special instructional facilities.
5. The curriculum is not imposed from above, but adjusts to the requirements of the community serviced. In effect this implies the identification of unarticulated needs of a community and feedback for constant curriculum adjustment. "Initial planning of projects must start, not from the particular premises of a given agency, but from the needs of a sector of the population."[11]
6. Formal admission requirements give way to upgrading from any academic level or are entirely removed for interest courses.
7. The college assumes the role of guide and spokesmen for the various needs of the community serviced.

Thus the "Community becomes a functional as well as a geographic concept and "Education" loses its connotation of formal academic instruction in a structured setting at a given age of life. The emphasis changes from structure and organization to function and innovation.

In Terms of this conceptualization the community college is not a "Junior College" nor an extended high school, nor a

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(11) ibid

trade institute, nor a university. It becomes a living extension of the community, breaking new ground within a new frame of reference.

In order to make such an approach operational, the whole of the colleges resources must be brought to bear upon this new linkage with the larger geographic community and thereby society as a whole. We must "... bring about appropriate organizational and content changes within the college to maintain its responsiveness to community needs."[12]

It was on this philosophical basis that Community Guidance Services of St. Clair College was conceived.

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(12) Dr. R.F. Giroux, "Community Services, 5-year plan", p.5

III

Having summarized the conceptualization of the community college mission and having related the current thinking on this subject, it seems only right to return to the question of local opportunities and needs.

In the fall of 1970, the Board and Executive Director of Crossroads Human Growth Community asked the Canada Manpower Centre in Windsor to collaborate with St. Clair College in developing a program to re-integrate their charges into society.[14] Later this service was expanded to St. Leonard's House, the Windsor West Indian Association, the Inn of Windsor, and the Citizen Action Centres at Drouillard Road, Downtown and Windsor West.

Among the by-products of this grew the employment preparation course of St. Leonard's House, community action in Windsor West, and community animation projects in Essex County under the auspices of Operation Outreach.

(14) A more detailed history of Community Guidance Services is currently in preparation.

These were the first steps in a series of events which led to the establishment of the currently operational aspect of Community Guidance Services.

During 1971, negotiation proceeded to coordinate the facilities and concerns of St. Clair College, the Canada Manpower Centre and the Ontario Department of Labour, based on Gunder Myran's conception of Community Services which we discussed above.

In the spring of 1971 "Operation Outreach" was launched with the aid of a federal Opportunities for Youth Grant.[15] A vehicle was purchased and a staff of five commenced liaison within Essex and Kent Counties. The project served to explore possibilities, to make contacts and confirmed the need for further action.

In November, 1971, the Board of Governors of St. Clair College authorized the establishment of a pilot project to be known as the Off-Campus College Preparatory Program which would involve 100 students being offered academic and life skill upgrading under the auspices of Community Guidance Services. This project was to serve socially disadvantaged members of society

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(15) For details see Operation Outreach Survey Report, Windsor 1971.

in the manner outlined above during a 15 to 30 week period. Financial support was secured from the Provincial Department of Colleges and Universities.

The short term aim was to enroll 100 individuals who were not served by or did not qualify under, existing education or training programs. Furthermore, in order to be accepted the student had to be serviced by a recognized community agency on a continuing basis and had to be referred by that agency.

Within two days some 300 applications were received. From these, 116 students were selected with the following distribution:

12 students referred by the Black Heritage Club
7 students referred by Children's Aid
23 students referred by Crossroads Human Growth Community (ex-drug users)
13 students referred by The East Windsor Citizens Committee Action Centre
3 students referred by New Beginnings (ex-juvenile offenders)
4 students referred by St. Leonard's House(ex-prisoners)
5 students referred by The Inn of Windsor (Rehabilitation home for young women)
9 students referred by The Windsor West Indian Association
40 students referred by the Canada Manpower Centre

Current estimates are that in excess of 4500 individuals in the two counties could benefit from this service.

These agencies also supplied 12 advisors and 9 counsellors all practicing professionals to aid in the work.

In addition the Program hired academic and life skill coaches and supplied psychological testing and the services of a school nurse.

At the time of writing, the Off-Campus College Preparatory Program operates from two church basements and a community centre, all in the core area of the City of Windsor, and a drug rehabilitation farm for young addicts in Essex County. We currently instruct about 150 students (The Board of Governors of St. Clair College authorized a maximum student population of 200). The number of students fluctuates because of continuous intake and outflow (16).

Each location supplies instruction in two areas:

The academic area which encompasses communication and computational skills, and

the life skills area which seeks to enable the student to cope better with the challenges of modern life.

The concepts employed in the classroom, or currently in various stages of development, have been drawn from a Canadian pilot project - the Canada NewStart Program, initiated by the Federal Department of Regional Economic Expansion in 1967.

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16. For details of admission criteria see Appendix F.

From Nova Scotia NewStart Inc. we borrowed the crucial idea of a DACUM system (Developing A Curriculum) (17). The innovation consists of a modular breakdown of the area of instruction, which allows for a highly individualized prescription distinguishing between a student's existing and needed competencies. Thus, full allowance is made for what a student already knows and what he still needs to learn. In the case of Nova Scotia, this included physical skills since they were primarily concerned with short-range vocational training. To accomplish this end, Nova Scotia NewStart formed a committee of practitioners who evolved a list of requisite compentencies.

For our purposes, the same aim called for suitable consultants who had the academic knowledge and teaching experience to isolate the essential (basic) aspects of the subject matter for pragmatic use, from enrichment material which would leave the option to further academic upgrading.

Since education is a provincial responsibility in Canada, and since one of our concerns has been to allow a maximum of flexibility within the program, it seemed desirable to apply the modular breakdown to the prescribed Ontario primary and secondary school curriculum in Mathematics and English (18).

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(17) A report on specifications and field testing of the DACUM process is to be released shortly by Nova Scotia NewStart.
(18.) See appendix E.

Our concern to follow the prescribed curriculum allows us to adjust a highly individualized program of instruction to a student who has completed some part of the Ontario curriculum within the regular school system, and to retain some assurance that the knowledge he gains within the Program will be directly transferable to any other Ontario educational institution.

The modular approach as such allows us to rectify deficiencies apart from questions of grade level achieved, to enrich or to reduce the standard prescription, and to tailor the individual student's curriculum to his stated aims. The last point can be particularly valuable to students who aim for apprenticeship or other forms of vocational training and who need to attain the essential academic proficiency in as short a time as possible.

The DACUM chart forms a matrix of a great variety of skills from which an individualized program can be chosen, depending on the aims of the student. It is obvious that the compilation of individual requirements (based primarily upon CMC job descriptions, but adjusted for local deviations) is in itself a major undertaking which will require constant revision and adjustment to compensate for changing labour market needs and varying entrance requirements of other educational institutions in the province.

To forestall a potential objection that the requisite investment of time and energy to develop and maintain such a system is not justified, we may point to programs for retraining manpower with obsolete qualifications, the often reiterated need to update the knowledge of others through periodic educational experiences, and finally the plight of all "generalists" who experience difficulty in obtaining suitable employment because they lack a modicum of specialized skills.

The modular DACUM system of Nova Scotia, then, is basic to the methodolgy of the Off-Campus College Preparatory Program. The curriculum as a whole is a modified form of the prescription developed by Saskatchewan NewStart. We say modified because the Saskatchewan prescription covers only a segment of the overall needs and had to be adjusted for Ontario requirements to make it optionally operative in the local community (19).

In addition, we utilize the Saskatchewan NewStart program in life skills, again adjusted for local conditions.

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19. Saskatchewan NewStart personnel are quite explicit in stating that their material represents "a starter kit". With an excess of humility, their Brief to the Senate Commission on Poverty states: "NewStart has just scratched the surface and has just begun to ask the important questions, let alone come up with the answers."

Conceptually, the Life Skills program is grounded on a wholistic approach to education.

> "Life Skills, precisely defined, means problem solving behaviours appropriately and responsibly used in the management of one's personal affairs. As _problem solving behaviours_, life skills liberate in a way, since they include a relatively small class of behaviours usable in many life situations. _Appropriate_ use requires an individual to adapt the behaviours to time and place. _Responsible_ use requires maturity or accountability. As _behaviours_ used in the _management of_ personal affairs, the life skills apply to five areas of life responsibility identified as self, family, leisure, community and job." 20

The emphasis here is on problem solving in relation to one's overt behaviour. Each individual has experienced, and responded to, a great many of everyday life situations. Some responses are successful (appropriate) and some are not (inappropriate). The life skills course builds on the experiences (responses) of each individual student. Appropriate responses are reinforced and inappropriate responses are analyzed and connected.

The care of the life skills learning situation is the development of the learning group. No one readily admits that he is not competent or able to cope in certain areas of life. But, in a supportive learning group inappropriate responses can be

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20 Saskatchewan NewStart Inc., Life Skills; a course in Applied Problem Solving, 4th ed., Prince Albert 1971, p.17

modified without open confrontation or humiliation. The individual can use the group to practice new behaviours, and modify former behaviours. Given a sense of mutual trust "he uses the group as a setting in which to develop his skills of self-expression".[21]

The life skills course is wholistic insofar as it allows for a variety of responses to any situation. The cognitive aspect (knowing) involving understanding, recapitulation, or synthesis, indicates a response on the "usual" level to the content of the material under discussion. Life skills then goes one step further in recognizing the value of the affective response (feeling) to content.

> "At the best, expressed feelings open the student to new understandings of those around him, helping him recognize that others have the same fears and uncertainties he has, and yet, manage to function in spite of it." 22

Finally, the life skills course asks for a psycho-motor response (doing) to content as the "proof of the pudding". This is where all that has been learned comes into play, the point of transition where knowledge as incipient action becomes translated into actual fact. Here, the student applies his problem solving skills. Further the newly acquired skills must be transferred from the classroom situation to everyday life.

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21 _ibid_ Pg.22

22 _ibid_ Pg.21

Since early May each area of instruction has been assigned one academic and one life skill coach. To maintain a maximum of personal interaction between coaches and students, no more than 20 students are assigned to any one class.

None of the students receive financial support by virtue of being enrolled in the Program. Continuing attendance (after work for those who are employed) is entirely voluntary, which in itself serves as a measure of the Program's success.

Because each student takes a highly individualized academic program adjusted to his level of knowledge, his vocational or educational aims and his rate of progress, there is a continuous outflow of students who have achieved their current aim. This in turn permits continuous intake and allows us to accommodate more students per unit time (say the academic year) and classroom space than the conventional lock-step system would allow.

Instruction is highly unstructured: attendance and achievement records are maintained for each student but there is no coercion other than counselling for those who appear to encounter difficulties.

The qualifications of the personnel varies widely, the only criterion for selection being experience, ability and a personality to cope with the special requirements imposed by the assumptions of the Program.

Teaching methodology is, as a matter of policy, left to the discretion of each instructor to allow for individual modes of optimum communication. The use of audio-visual and innovative instruction techniques is encouraged within budgetary limitations.

Work is currently under way to evolve a detailed curriculum prescription for the two academic areas of instruction and the Life Skills program. In the planning stage are detailed prescriptions for a range of vocational needs and academic transfer requirements, which should be completed late this summer. The addition of a program in science is contemplated.

If one were to compare the foregoing with the seven points listed as objectives in Chapter II, it will be apparent that the Off-Campus College Preparatory Program conforms to the ideals posited above, except where self-imposed limitations curtail or prevent it. Specifically:

1. The Program prescribes a curriculum content because the original aim of the Program had been, and for the most part remains, vocational re-integration.
2. Community animation, which is only a peripheral concern of this Program, is not emphasized.

A second currently operational aspect of Community Guidance Services is the Outreach Services Vehicle.

Purchased in the summer of 1971, it was a re-affirmation of the College's responsibility to all of Essex and Kent Counties. Rather than being limited to the College's campuses at Windsor and Chatham, the vehicle reaches into the Community.

The main function of the Outreach Services Vehicle is to promulgate the synergistic effect of our philosophy within and beyond the boundaries of the City of Windsor. As such, the vehicle visited the cities and towns of the two counties and

1. arranged for workshop seminars on Outreach philosophy
2. acted as a support service for the developing Thames Campus of St. Clair College at Chatham.
3. Identified and categorized specific needs to be met by the College in communities outside of Windsor.
4. Encouraged, assisted and developed innovative approaches such as the St. Leonard's "Employment Preparation Course" which developed into COPE, Crossroad Human Growth Community "Re-Entry Plan" and the Twin Valleys School.
5. Conducted extensive vocational and educational testing and counselling for the College and Canada Manpower.
6. Established liaison between St. Clair College Adult Education facilities and local industries.
7. Co-ordinated dispersal of newly acquired community data to appropriate agencies such as Provincial Secretary-Citizenship Branch and Community Development Branch, Dept. of Ed.-Youth & Recreation Branch, Federal Department of Secretary of State,

Department of Correctional Services, Department of Labour; National Parole Board, and local social service agencies.

8. Initiated contacts with local minority groups such as the Mexican Mennonites of the Leamington area, the Indian Band at Maraviantown, the Windsor West Indian Assoc., the Metis & Non-Status Indian Association and the Indian Friendship Centre.

9. Counselled local residents currently in federal penitentiaries on the educational employment and housing services available to them upon release.

10. Initiated dialogue to coordinate educational services and transfer credits among Loyalist College in Belleville, St. Lawrence College in Kingston and St. Clair College in Windsor for inmates currently in federal penitentiaries.

11. Established liaison with citizens' committee organizations in the area.

In effect, then, the vehicle serves:-

1. as a social animator for the two counties.

2. as a sensor of community needs which were not previously apparent,

3. as a counselling service agency for those who seek educational or vocational opportunities which can be facilitated by the college,

4. as a facilitator for current College programs, and

5. as an outpost of St.Clair College in the towns and rural areas of Essex and Kent.

A third operational aspect of community guidance services involves Twin Valley Farm, a foundation for the habilitation of young people who had been involved with the non-medical use of drugs and/or had experienced socio-psychological problems. The Twin Valley Program was initiated in September of 1971 with the purchase of a 100 acre farm near Rodney, Ontario. In the spring of 1972 the project involved twelve young people. The Program is receiving financial support from Ontario Social & Family Services and has the use of some ancilliary facilities of St. Clair College. Other social agencies, such as After-care Services, Family Court and Children's Aid have extended support and have displayed considerable interest.

Twin Valleys is a center for youths with disfunctional social, psychological or spiritual conditions. The very fact that these young people have this problem, clearly implies that they are disoriented with respect to their social and natural environment, that they lack a sense of personal identity, practical experiental or academic skills.

1. The students are offered a supportive environment among other young people who are in the same predicament.
2. The students engage in learning experiences intended to upgrade them academically.

Straight academic instruction is offered in English, Mathematics Science and Social Science. Wherever possible, academic instruction is re-inforced through practical application of the newly acquired skills.

3. The students are offered a modified course in Life Skills intended to teach them natural environmental and social skills, a means to re-integrate them into the productive fabric of society in a creative way suitable to their individual potential, character, and talent.

The students are engaged in building their own living quarters which are designed as geodesic dome units consisting of two domes joined by a connecting building. A number of such structures are visualized for the future, clustered around a resident instructor's home. Each geodesic dome unit will house a "family" of twelve young people who, in conjunction with the other units, the instructor and his family, will farm a self-contained village community. This arrangement will serve to adjust the students to life with people of all ages through the instructor's family.

The students have commenced work on planting trees, damming a small stream to form a fish hatchery and to allow for a flooded field to grow wild rice. Vegetable gardens have been started, roads are being built, staff-housing is currently under construction and hydro-electric power has been extended to the buildings.

The aim is to help the student come closer to nature, closer to the primordial forces and thereby to find new meaning in a human existence seen as part of a symbiosis of life. This becomes a critical issue in the habilitation of young people who have lost contact with the forces of life and have become alienated from nature and society.

Community guidance Services of St. Clair College participates in the last two aspects of the habilitation program. Currently, eight students are involved. The instruction program offered deviates from the Off-Campus College Prep Program to make allowance for the special conditions involved with these students.

The academic curriculum is more embracing, because this is not a program intended to upgrade adults, but one intended to re-integrate school age students, to make them creative in a social setting. Similarly, the life skills program is adjusted to meet the particular needs of these youths.

IV

PROJECTIONS

> The goals of community service are to promote the educational growth of the individual and the improvement of the community in which he lives.
>
> R.F. Giroux
> "Community Services,
> 5 Year Plan"

> "The outcome of the futures that men choose for themselves will increasingly depend on how they predict them. If we can see a specific course of action as desirable we will tend to orient ourselves toward it. Finding out what we want should become a major object of our attention.
> (McHale, 1967, in "An Outline of the Future" p.188)

In order to retain a minimal measure of control over our future, each one of us must be aware of the potential choices open to us, must define the aims and then seek the optimum means to achieve the goal. This truism holds for the individual as well as for society at large.

Having made this statement, we must immediately remind ourselves of the uncertainties and random forces of life. The ancient Greeks chose to personify this aspect of the human condition in "the Fates". Today we choose to speak of "the existential mode" of perception. The link stretching from Taoism to modern Determinism is the awareness of the impotence of man to control his destiny. Having thus acknowledged our awareness of the limitations, there is nothing to be gained in dwelling on them. Our energies must be devoted to seeking the parameters of a just and free society, and the best ways to secure it.

It is not easy to reduce the highly complex social system which our civilization has developed, to essential criteria. First of all we are faced with the dichotomy of the needs of the individual vs: the needs of society. If one may make so bold as to attempt a systematization, most of us would agree that the dictum of "inalienable rights to life, liberty and persuit of happiness" still holds. Unfortunately our perception of value systems expressed in this aphorism is constantly in flux.

What then is the "categorical imperative" which our civilization currently posits? As a basis of further discussion, permit me to venture an answer in terms of "human dignity". "Human dignity" embraces a very wide spectrum indeed and makes for a convenient point of departure.

A basic facet of human dignity is freedom of choice within the limitations imposed by forces beyond our control. Thus a prime concern must be the opportunity for an individual to retain the option of the basic freedoms, ultimately reducible to the freedom of personal choice. Let us for the time being ignore the demands and limitations imposed by social living and consider only the needs of the individual:

We posit a maximum freedom of choice for the individual as enhancing his dignity. But can the individual, or does he even wish to, accept the burden of responsibility which freedom of choice entails?

Any discussion of human freedom is so complex a topic and embraces so many basic issues, that it would indeed be futile to attempt giving it justice within the context of this paper. But to forestall the obvious question, we must remain aware of this rock of Sisyphus, lest we commence to deal with a meaningless vacuum of advancing solutions without understanding the issues.[23]

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23. Dostoevsky had perhaps the clearest perception in modern times of the dilemma which the human condition poses with respect to the fear of freedom as expressed in the myth of the Grand Inquisitor.

In brief, this chapter of The Brothers Karamazov posits the benevolent dictator who absolves humanity of the need to make decisions on an individual basis by portraying himself as the vessel of ultimate truth. Men fear the responsibility of decisions and often find the burden unbearable. It is a matter of love and compassion to absolve men of the need to do so and to shoulder their concomitant responsibility.

Dostoevsky's insight into the drama of the human condition was truly prophetic. It laid the foundation of modern existentialist thought-whether systematized as a coherent philosophy of life or simply put into action without a clear understanding of the motive forces. Pandora's box had been opened and the modern age of anxiety and alienation was born.

In more concrete terms, then, we seek freedom of choice for the individual within the limits of his ability to shoulder the responsibility. It therefore become desirable to enlarge the individuals capacity for responsible freedom, to raise his level of human dignity. In social systems which embrace the spectrum from slavery to anarchy (in the Bakunin sense of the word), this implies a democracy, which in turn requires the individual to possess knowledge enabling him to make rational, responsible choices affecting his own life and the life of his society.

Thus we arrive at the crucial function of education which is, of course, the ultimate concern of this paper. An awareness of the embracing function of education has pervaded all civilizations and all religions. What we sow today, we shall reap tomorrow. But woe betide us if we sow a fruit which can not survive the climate of the pending season, for then our labour shall be wasted and a famine shall ensue. It is not enough to know what we want, we must also assure a degree of success for our endeavour in an ever changing world.

Forecasting the future implies great wisdom bordering on supernatural powers or plain charlatanism. Yet we must make some attempt at projecting potential futures in order to retain a degree of choice over our destinies.

In some instances the forecasts can be made with a degree of academic respectability, in other cases predictions appear to have lacked sufficiently accurate data.

Under the circumstances, it is not surprising that few men dare to engage in such risky business. Novelists, of course, retain poetic license to exercise their imagination (as a cursory survey of current science fiction paperbacks will convincingly demonstrate). Occasionally other occupations seem to venture onto the same arena, but the less said of those, the better.

It is with this sobering thought in mind that we must be particularly grateful to the Human Resources Research Council of Alberta which undertook to publish a series of four monographs intended to aid long range social planning in that Province. The publication has the dual significance of a pioneering enterprise and of being aimed at the Canadian scene - a luxury we seldom encounter.

It would be both foolish and presumptuous not to utilize this milestone in planning the future of Community Guidance Services at St. Clair College. At the same time, we must retain a firm grasp on local conditions, local needs and local opportunities, never loosing sight of the limitations imposed upon us by the range of the possible.

> "Because of limitations of staff, expertise and funds the college must set priorities so that emphasis is placed on vital needs and so that the limited available resources have an impact on the community." 24

In other words, our concern is the raising of individual dignity through the manifold forms of education and thereby to mould the future of our community and society. Our limitations are in terms of college resources available for this task and in terms of how clearly we can foresee the future needs and possibilities in our community. In order to arrive at a vision based on more than mere guesses, we must be aware of the full range of current needs in our community, of the forces impinging upon these needs -- alleviating, modifying, aggravating -- of the whole topography of local conditions with which we are to deal.

We do not feel qualified nor called upon to comment on the type of Scientific Achievements which await us within the next century. But scientific progress there is likely to be, with all its concomitant benefits and problems[25] What concerns

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24. R.F. Giroux, Community Services, 5 Year Plan"p4.

25. Baker, The Future & Education, p.27/28.

us in this study, is the effect such innovations will or can have upon the individual and his social environment. Here we anticipate very mixed blessings at best. Most fundamentally, scientific innovation inescapably brings changes. The more rapidly these changes occur, the more difficult the individual finds adjustment to and utilization of this modern Pandora's box - "Future Shock".

Alienation from a mechanized environment and an impersonal society may well be the price we pay for the advantages of nuclear energy, synthetics, the conquest of space, living under the ocean, environmental control, the computer revolution in terms of machine intelligence and data systems, space travel, satelite communication and the other marvels of the post-industrial age.[26]

Ever increasing life spans and concomitant leisure[27] will create, and is already creating, difficulties we had not anticipated in our headlong rush for the "bigger and better" in science.

The issues of longevity and leisure are crucial to our immediate concerns. In order to achieve the desired effect upon future generations, we must immediately implement initial steps to obviate the potential for a catastrophic social problem.

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[26] H.J. Dyck et al., "An Outline of the Future", Edmonton (1970) pp.16-89.

[27] *ibid* p.98ff

If this seems exaggerated, let us recall the generation which passed through its teens in the depression years of "the hungry thirties". Forced onto the labour market at a very early age and without adequate academic preparation, the majority of them spent their life at hard work without any thought of leisure activity. When retirement was forced upon them by an advancing technology and a saturated labour market, they found themselves without satisfactory means to utilize their well deserved rest. To the extent possible, they attempted to forestall the inevitable by continuing to work at any and all tasks open to them. When failing health or changing employment conditions made this no longer possible, the hapless individuals found themselves in a very real predicament - they lacked any viable interests which would give meaning to their leisure activity; they lacked the academic preparation to absorb the benefits of adult education facilities accessible to them. Conditioned by the "Protestant ethic" to regard leisure as improper, the resultant trauma tends to impair the mental health of the individual, to shorten his life-span and to diminish the dignity of his old age through an overwhelming sense of uselessness and sin.

It may be largely too late to help the generation of the 1930's, but we must learn from bitter experience of history: it is incumbent upon us to preclude a repetition of the same phenomenon.

We are obviously facing different socio-economic and historical conditions, but the problem of leisure - however caused - remains with us and is growing in dimension.[27]

Thus planning for leisure and education for leisure must become prime concerns of a community service program:

> "The community services curriculum breaks away from ...credits, grades and degrees. Any field of knowledge can be drawn upon ... (and the) program will be interdisciplinary in nature." 28

This is entirely in conformity with the recommendations of the Commission on Post-Secondary Education in Ontario:

> ...fixed and rigid curricula should be abandoned in favour of a flexible approach. 29

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27. See for example G.H. Markle, Leisure Time in a Changing World, Canadian Welfare Council, Ottawa 1969.
28. R. F. Giroux, "Community Services, 5 Year Plan", p.4.
29. Commission on Post-Secondary Education in Ontario, Draft Report, p.25 recommendation 25.

A somewhat different phenomenon, which is nevertheless closely related in its causal effect, is the growing need for flexibility. With the exponential growth of ever new technology, the old and tried occupations are becoming rapidly obsolete. The days when a person could train for a given occupation, perfect his abilities and even bequeath it to his children, are long since gone. We are entering a world of flux, where all sense of occupational permanence must be regarded as an anachronism. Periodic retraining and up-dating are the short term solutions which we have come to accept. We must now face the need for a radically different orientation in education, one which no longer applies band-aids to a major social problem, but one which minimizes the undesirable side effects of an inevitable situation. This means education for maximum intellectual flexibility, in effect for the greatest development of the individual's potential gestalt abilities, or to return to our previous terminology: to maximize the individual's dignity.

> We are moving into a world in which daily activity will depend much more upon man's ability to think logically, to handle symbolic and abstract material, and to be capable of continued lifelong learning. (University Christian Movement, 1967). 30

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30. H.J. Dyck et al, "An Outline of the Future," p.190.

The implications of the foregoing are even more far-reaching: we are entering an age where old fashioned methods of propaganda and brain-washing (which have proven to be eminently successful in the past) will seem primitive at best. We quote two projections pertaining to this question:

> By the year 2000 it is very likely that new and more reliable "educational" and propaganda techniques for affecting human behaviour - both public and private will have been developed (Kahn and Wiener, 1967)
>
> In the 1970's, advanced techniques of propaganda, thought control, and opinion manipulation will have been developed (Gordon and Helmer, 1964). 31

One could cite a number of examples in our contemporary world, but why belabour the obvious?

The implications of this prospect alone are staggering! As the sense of loneliness and alienation increase, the erosion of personal responsibility leads to a rapid loss of personal freedoms to George Orwell's proverbial 1984. None of these concepts are new and the seers of this frightening future have been vying for our attention in rapid succession ever since Eugene Zamiatin's We was published in 1913. The great humanists among them have tried to awaken us to an impending

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31. Ibid, p.111.

disaster which is about to overtake human dignity, but few have advanced viable solutions in concrete terms.[32]

> "A complete loss of individuality may be the most costly penalty of technological advance, that is, unless people fight back. (Ramo 1967) 33

Why, then, do we attempt a solution where the best minds of our age have wilted into passivity? Perhaps, the answer is two-fold: by the very essence of our human nature we can not and must not cease seeking novel solutions to life's problems and mysteries, at the peril of loosing the god-like spark of freedom without which we cease to be human. That in itself is a sufficient, if not a simplistically pragmatic reason. The second reason is equally imperative: we must not loose an ever-present concern for the Divine spark in our fellow-humans, lest we become less than human ourselves. Try as we may, we can never loose the innate responsibility for our brother, and shirking it does not eliminate it. Win, draw or lose, we cannot cease to struggle for the preservation of human dignity, compassion, freedom.

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32. One recalls such giants of human thought as Martin Buber and his olympian I and Thou, the voices in life's wilderness of an Albert Schweitzer, of a Mahatma Ghandi, perhaps even the mild voice of reason of Canada's Lester Pearson or the cry of anguish of Boris Pasternak, but ultimately we have chosen to revert to the surrealist universe of Franz Kafka, the courage of despair of Jean-Paul Sartre, or the ultimate cynicism of some politicians who had best remain nameless.

33. ibid, p.187

Even a limited achievement in these areas requires a degree of life skills and education to give the individual an option to exercise his inalianable birth-right. Which in turn brings us back to the function which the Community Colleges can legitimately fulfill within their frame of acknowledged competencies in Community Services such as Outreach Services, the Off-Campus College Prep Program, or the other services which we project in the last chapter of this presentation.

> Science is shaping man's views of right and wrong, and will continue to do so. Thus far, man's values have changed very little in the midst of enormous changes in his "scientific knowledge". Man may well be approaching the end of this dualism" (Morrison, 1966)[34]

Alienation the most pernicious disease of the post-Victorian era, is born of cynicism conditioned by two world wars and a dehumanized industrial revolution - be it capitalist or socialist in its many guises. When the horrors of two world wars shattered the comfortable faith in an inescapably bright future based on an extension of Charles Darwin's theories, when the perfected technology of mass communications brought the terrors of civil war and guerilla fighting into the living rooms of suburbia, when the peace and security of city life was shattered by racial strife, when the production line replaced the craftsmen and forced him to uproot from his native village or town to move to an alien megalopolis - at that time the tried old answers lost their meaning and alienation was born. Yet we are facing an acceleration of the same processes, and consequently an increase in the magnitude of the social problems which we must face.

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[34] *ibid* p.190/91

> "Hippie Attitudes may become more common". (General Electric Report, 1969) 35

At present, ethnic minorities feel alienated from a threatening, hostile environment; labour is alienated from management; the young are alienated from their parents' generation; east is alienated from west; students feel alienated from teachers - is there a limit to the list?

Obviously, we need to re-establish a sense of community, of a larger family unit; we need to foster the sense of belonging to a group and place, all of which is in direct contradiction to the high degree of both vertical (social) and horizontal (geographic) mobility which our society displays. In some ways, the reaction has already commenced, via: the opposition to bussing school children in the U.S., the cop-out culture of the flower children, the proliferation of coop residences of all varieties, perhaps even the numerous clubs which we seem to cherish as an indelible part of the "American way of life".

For this reason

> "The community services program should be designed to bring the community to the College and take the program out into the community." 36

The dilemma we face is the inherent contradiction between our social values with their emphasis (one is tempted to say

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35. ibid, p.194
36. R.F. Giroux, "Community Guidance Services, 5 Year Plan" p.2

"over emphasis") on success in terms of monetary benefits and efficiency, the sacred cow of the industrial world, and the irrational, basic needs of poor, weak human nature. The spirit, obsessed with pragmatism may indeed be willing, but the body of basic human emotional needs is quite incapable of obliging.

> "The values traditionally inculcated concerning the value of work, its expectations and rewards, and a host of other attitudes which can be grouped into the "work ethos' must be reappraised by educators and scholars responsible for education in the future.(University Christian Movement", 1967)
>
> "A change in values might well occur in the next ten years whereby the quality of life becomes more important and greater stress will be placed upon this rather than upon the quantity of life goods or materialism"(Wilson, 1970)
>
> "As increasing affluence brings possession of materials more easily within reach and education induces a greater regard for self development, materialism progressively loses much of its appeal as a prime motivating force. For those affected most by these twin factors the search for a new sense of meaning and purpose in life will become a matter of real importance. Although it may be expected that the current student emphasis on "quality of life" will be somewhat muted by more material concerns as they move into a world of work, the trend toward a new concern for the quality and the human dimension of life in a technological world is most likely, however, to continue". 37

Our search, then, must center around the dialectic between the dichotomies of our social moresand the rights of the individual leading to resolution in a more humanized world.

> Although the mass society will persist, there will emerge a trend toward the strengthening of the individual and the importance of the individual in society. This trend is already evident in a growing emphasis by the younger generation on self and protection of rights to privacy (Madden, 196).

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37. H.J. Dyck et al. "An Outline of the Future". p.198.

38. ibid, p.188

> A change in values might well occur within the next ten years whereby independence, sociability and cooperation become important entities for both the individual and the organization to which he belongs... (Wilson 1970) (12)

The positive connotations of these last two predictions have far reading implications for any plans a Community College may project. For one thing, the educational system must make greater allowances for individual interests, needs, abilities and personalities than has hitherto been done. For another the educational system must resume its place of social leadership in encouraging respect for individuality while utilizing the synergistic effect of agency cooperation. In specific terms this implies a maximum of flexibility in curriculae and acting as a coordinator and catalyst for other agencies and groups within the community, without encroaching on their established perogatives or respective areas of competence.

> "The Community College recognizes its responsibility as a catalyst in community development" 40

> and again:

> "Some most important community needs to be met by community services are .... improving communication interaction and cooperation between community agencies"41

current trends and studies make it apparent that our populati will reduce its current growth rate and will become increasingly urbanized. In 1966, the population of Ontario was 6,961,000 of which 5,593,000 (or 81%) were urban dwellers.

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39. ibid p.198-199
40. R.F. Giroux, "Community Guidance Services, 5 Year Plan" p.2.
41. ibid, p.7

By 1986, or 20 years hence, the projected population will be 10,331,000 of which 9,432,000 (or 92%) are expected to live in cities.[42] In the counties of Essex and Kent much the same phenonmenon is taking place.

> "The trend towards more urbanization in the St. Clair Region is steady, perhaps even relentless."[43]

It follows that our efforts must be primarily directed at urban problems and urban conditions.

An urban society is subject to much greater control and manipulation by central government agencies. Above we discussed some of the implications for the individual it remains to speak of the implications for society at large.

The worlds great trade civilizations were born on the shores of the first natural highways - the rivers and seas (Babylon, Egypt, Byzantium, to name but a few). Modern man has learned to obtain equivalent results by artificial means: urban growth and industrialization are subject to artificial encouragement by supplying modern transportation facilities in select geographic locations.

The purpose of this aside was to demonstrate our

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42. Commission on Post-Secondary Education in Ontario, Draft Report, p.25 recommendation 25.

43. J.C. Ransome, Five-Year Programme: St.Clair Regional Development Council, (Chatham 1968) p.14.

vulnerability to stimulation by centralized control agencies. Much the same holds true in the area of education. Depending on the type and extent of education which is considered desirable for a given population, funds can be supplied or withheld as a means to control development. Current government policies clearly show that the tax burden imposed by our existing education system has become unbearable. Money was channeled liberally into primary and secondary education during the 50's and into post-secondary education during the 60's, allowing for a phenomenal growth of the whole system. The 70's appear to develop into the "meager years".[44] Society's investment did not produce the anticipated returns.

This point is crucial, because apparently our response to the challenge and the opportunity was not sufficiently flexible. The suggestions advanced in the last chapter are intended to indicate alternate possibilities which should be explored by St. Clair College.

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44. "....in recent years there has been a continually increasing tendency in various communities to question educational benefits, sometimes doubtful, and very frequently regarded by the public as being out of all proportion in comparison with the incurred costs.
....If the guidelines of the Department are accepted, it is obvious that the cost, regardless of anticipated benefits, will have to be contained within the budgetary limitations indicated in these guidelines."
St. Clair College, Five Year Plan, p.69

ADDENDA

APPENDIX A

SELECTED EXAMPLES OF COMMUNITY SERVICE PROGRAMS

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SELECTED EXAMPLES OF COMMUNITY SERVICE PROGRAMS

Having offered a definition of community services, stated generalizations upon which a concept of community services might be developed, and suggested some organizational and instructional departures associated with community services, it now seems appropriate to give examples of typical programs which fall within this dimension of the community college:

--Project SEARCH at Cuyahoga Community College (Cleveland, Ohio) is a counseling and recruitment program directed primarily toward ghetto dwellers. Through personal visits to homes by counselors and counselor aides, and counseling center, clients explore career and educational opportunities. Clients are then followed closely throughout their subsequent educational or work programs.

--Oakland Community College (Bloomfield Hills, Michigan) has a cultural enrichment program providing fine arts and performing arts experiences for ghetto children.

--Cerritos College (Norwalk, California) developed a narcotics education project which included public forums and a curriculum for fifth and sixth graders in the college district.

--Essex Community College (Baltimore, Maryland) operates a public forum service providing lectures on world, national, and local issues.

--Miami-Dade Junior College (Miami, Florida) operates a community recreation program which includes extension programs in ghetto areas.

--Milwaukee Technical College (Wisconsin) provides clinics on income tax, social security, insurance, investments, and so on.

--The College of San Mateo (California) offers field study trips to Mexico, Death Valley, England, and so on.

--El Centro College (Dallas, Texas) operates a retail institute providing short courses and seminars on various phases of retailing.

--Abraham Baldwin College (Tifton, Georgia) serves a coordinative function in Project SURGE, which involves community development activities carried on by fourteen committees made up of leaders from business, industry, education, and public services. The college provides its facilities and the expertise of its staff. The project was, in fact, initiated by the president of the college.

--Foothill College (Los Altos, California) employs a professional staff to assist community groups in planning activities, particularly as related to the use of college facilities. These include a supervisor of special services, a box office manager, and an auditorium manager.

--Del Mar College (Corpus Christi, Texas) founded the Corpus Christi Symphonic Orchestra and houses the performances of the orchestra. Del Mar College also hosts a number of annual music and art festivals.

--Rockland Community College (Suffern, New York)is developing a centralized reference library and learning resources center in cooperation with schools and libraries in its service area.

--New York City Community College (New York) in cooperation with the union local of American Federation of State, County, and Municipal Employees, trains persons for promotion exams from the Civil Service Commission, and provides on-the-job training to upgrade employees.

SUMMARY

Community Service programs are moving to the center of the community college stage. Worthy though present programs are, it is fairly clear that community services will grow dramatically in scope and significance during the next decade, and that this will bring about monumental changes in accepted approaches to community college instruction. Certainly, programs of community service which perform a coordinative function in bringing together diverse sub-cultures and groups in the community college district, which make available educational and cultural experiences for all age groups, and which contribute to the solution of the social, economic, cultural and civic problems of the community, will become increasingly important as our society becomes more complex and more urbanized. IT MAY BE, IN FACT, THAT SUCH SERVICES WILL BRING ABOUT A REDEFINITION OF THE ROLE OF THE COMMUNITY COLLEGE AS WE HAVE KNOWN IT.[1]

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[1] G.A. Myran, Community Services: An Emerging Challenge for the Community College, Washington 1969, pp.12-14.

APPENDIX B

RELATED LITERATURE

APPENDIX B

RELATED LITERATURE

A. Education and the Disadvantaged Adult

It is quite evident that in order to provide equality of education for disadvantaged we must identify the adults and characterize the specific nature of their disadvantage. We need to know exactly how these adults differ from those with whom our traditional educational system has been successful; for even though the existence of academic deficiency among a high percentage of this population is well documented, the specific character of the deficiency is not.[1]

The California Advisory Committee on Compensatory Education concluded that disadvantaged could generally be identified among those who are "below average in school achievement as measured by standardized tests," and who, in addition, have some combination of one or more of the following problems:

1. Economic deprivation attributable to an absent non-producing, or marginally producing breadwinner.
2. Social alienation caused by racial or ethnic discrimination with all its accompanying deprivations in housing, employment,

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[1] Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Examination Board, 1966), p. 11.

and education, or by membership in a different or non-English speaking subculture group.

3. Geographic isolation because of transiency or residence in an area far removed from adequate educational facilities.[1]

The remainder of this section attempts to further characterize disadvantaged adults in terms of education levels, employment, and levels of aspiration.

Educational level, as measured by years of school completed, is a consistently significant variable related to occupation and income as well as to certain other social and psychological factors which may affect the level of living.[2] In Canada in 1961, families in which the head had less than secondary education accounted for more than two-thirds of all low income families. Amongst the disadvantaged, educational level has been found to be consistently below that of the general population so that a major proportion of the disadvantaged are characterized by educational deficiency.[3]

Among the disadvantaged, there is a disproportionate number classified as complete or functional illiterates and none who can satisfy the grade ten prerequisite for vocational training. Thus, a majority of the disadvantaged because they have not obtained grade nine or better are excluded from participation in those educational programs that offer a potential escape from poverty. A 1960 survey in Canada found that about half of the unemployed had not finished primary school and over 90 per cent had not completed high school. Among people who had not completed primary school, the unemployment rate was six times greater than that among high school graduates.[1] The unemployment rate of school dropouts from 14 to 19 years old, is twice the overall Canadian average.[2]

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[1] Gordon and Wilkerson, op. cit., p. 11.

[2] Profile of Poverty in Canada. Ottawa: Special Planning Secretariat ., Privy Council Office, n.d.

[3] J. A. Porter, The Vertical Mosaic: An Analysis of Social Class and Power in Canada. (Toronto: University of Toronto Press, 1965).

A low educational achievement results in unemployability for those in the poverty group[3] and is, therefore, also related directly to income. An income level of $3,000 or less was associated with illiteracy[4]. In an evaluative study of adult basic education in a Southern rural community, a participant generally had an annual family income of less than $1,000 and frequently had terminated his formal schooling at the 4th grade level.[5] In Canada, the average income of a family head reporting either no schooling or one to four years of schooling completed was $3,318 a year compared with an average of $4,985 for all family heads.[1] Among Canadian males with only an elementary education, 26 per cent earned less than $2,000 annually, and 46 per cent, less than $3,000.

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[1] Profile of Poverty in Canada, op. cit.

[2] E. Robins, "Dark Spectre of Poverty." Canadian Labour. 9:5 (June, 1964)

[3] R. Laskin, (ed.), "Socio-Economic Conditions of Negroes in Halifax." Social Problems: A Canadian Profile. (New York: McGraw=Hill, 1964) pp. 153-161.

[4] R. A. Jenness, The Dimensions of Poverty in Canada. (Ottawa: Special Planning Secretariat, Privy Council Office, 1965).

[5] G. F. Aker, I. R. Johns and W. L. Schroeder, Evaluation of an Adult Basic Education Program in a Southern Rural Community. (Tallahassee, Department of Adult Education: Florida State University, 1968).

B. Employment and the Disadvantaged Adult

The disadvantaged generally suffer extended periods of unemployment.[2] In Hamilton, Ontario, 160 employable families and 300 unemployable families had been without work for more than a year.[3] Likewise, the employment history of 160 Minneapolis subjects showed that almost half the group (45 per cent) had been out of work at least half the time during the preceding five years.[4] A study of 52 "difficult-to-place" persons of a sheltered workshop in Montreal revealed that only two subjects had worked more than one hundred days out of a potential of 260 working days.[5]

In general, the disadvantaged worker is employed less and working less than he wants usually in part-time or casual employment where productivity and income are low. Hence, under-employment is a major factor in poverty, especially rural poverty.[1] Jenness[2] associated under-employment with certain occupations such as fishing, trapping, and some forestry operations in the eastern parts of Canada. The Chief of a Delaware settlement of over five hundred residents in Kent County estimates that 85 per cent of the potential work force is either completely unemployed or underemployed for most of the year.

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[1] Edith Adamson, "Measuring the Need for Adult Basic Education." Continuous Learning(5:115 May-June, 1966).

[2] Long-Term Assistance Families--A Demonstration Project. (Toronto: Ontario Department of Public Welfare, 1964).

[3] Hamilton Demonstration Project--Long Term Assistance Families: (Toronto: Ontario Department of Public Welfare, 1964).

[4] Robert A. Walker, Rehabilitation of the Hard-Core Unemployed. (Minneapolis: Minneapolis Rehabilitation Center Inc., ril, 1965).

[5] Alfred Feintuch, "A Study of Effectiveness of an Integrated Program of Vocational Counselling Casework and a Sheltered Workshop in Increasing the Employability and Modifying Attitudes Correlating with Employability of Difficult-to-Place Persons." (Unpublished doctoral dissertation, New York University, 1954).

C. Level of Aspiration and the Disadvantaged

One of the major explanations for the lower level of school achievement among youth from low-income families, White and Negro, has been that of aspirations. Partly because of their family background, partly because of the way they are treated in school, it is said, large numbers of these youth do not value education as highly, nor do they aspire to as much education as youths from more fortunate backgrounds.[3] Support for such a contention is found in the conclusion of Wylie[4] that more modest self estimates of school-work ability occur in girls rather than boys, Negroes rather than Whites, and low-status rather than higher-status children.

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[1] Jenness, *op. cit.*

[2] *Ibid.*

[3] Bernard Goldstein, *op. cit.*, p.47.

[4] Ruth S. Wylie, "Children's Estimates of Their Schoolwork Ability as a Function of Sex, Race and Socio-economic Level," *Journal of Personality*: 31 (June, 1963) pp. 204-224.

In discussing the relationship between level of aspiration and self concept, Wylie[1] has concluded that self over-estimation is probably as common as self under-estimation. The effect on behaviour, as McClelland[2] has indicated, varies because setting goals and carrying through is markedly opposed to setting goals and not carrying them through. This phenomena is characteristic of minority youth. They might often verbalize a desired goal but they will not take the intermediate steps necessary to achieve the desired goal because of a real lack of faith or belief that they can achieve .[3] Henderson[4] describes this as the difference between real and ideal aspirations, with the ideal being what a person would like to achieve, and the real, what the person believes he will in fact achieve.

The Off-Campus program is designed to assist students in developing realistic aspirations and moving toward realistic goals. [5]

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[1] Ruth Wylie, The Self Concept(Lincoln University of Nebraska Press, 1961).

[2] David McClelland, The Achievement Motive (New York: Appleton-Century Crofts, Inc., 1953).

[3] George E. Leonard, Developmental Career Guidance in Action: An Interim Report (Detroit, Michigan: Wayne State University, 1968).

[4] George Henderson, "Occupational Aspirations of Poverty Stricken Negro Student," The Vocational Guidance Quarterly, Volume 15, September, 1946, pp. 41-46.

[5] R.F. Giroux et al, "A Proposal to Establish a Community Demonstration Project for Disadvantaged Adults", Windsor 1972, pp.8-13.

APPENDIX C

THE OUTREACH FACILITIES

APPENDIX C-1

THE OUTREACH VEHICLE

EVALUATION OF ACTUAL ACTIVITIES

1. Researched needs for Off-Campus College Preparatory Program prepared rationale and implemented program through the following sponsoring agencies:
    - Black Heritage Club
    - Canadian Manpower Centre
    - Roman Catholic Children's Aid Society
    - Protestant Children's Aid Society
    - Crossroads Human Growth Community Inc.
    - East Windsor Citizens Committee
    - New Beginnings (Essex County)
    - St. Leonard's House
    - The Inn of Windsor
    - Windsor West Indian Association
2. Identified need for the program for graduates of Adult Retraining English as a Second Language, who may or may not be employed after graduation but, require further academic language skills. Over 100 candidates were referred to Mr. T. Hanley, School of Continuing Education.
3. Developed good working relationship with newly opened office of Provincial Secretary and Citizenship. Mr. S. Meleg, Liaison Officer with the Citizenship Branch is working very closely with the Erie Street Cultural Committee and assisted in the development of The Off-Campus College Preparatory Program.

Mr. R. Thorpe, Community Development Branch, is now working with the"Ontario Conference in Local Government" towards starting an ongoing Seminar with St. Clair College and The University to focus on the history, structure, and present activities of local government in Ontario towards increasing citizen participation.

4. Mr. T. Rankin, Consultant with Ontario Department of Education, Youth and Recreation Branch, has invited us to identify and organize those in the community interested in Adult Education Training to determine ways in which his branch can provide an avenue of continued development in Windsor.

   He specifically is interested in providing the "Provincial Institute" which has a two year program and provides a "Certificate in Adult Leadership." A meeting with community leaders in this area is planned for January 20th.

5. Helped to reinforce St. Clair College's corporate goal of making our English, as a Second Language area a leader in Canada. The Department of Secretary of State has encouraged us to work through our Cultural Committee, the proposed English as a Second Language Advisory Committee and newly formed Community Committee to implement the Federal Government's response to Book IV of the Report of the Royal Commission on Bilingualism and Biculturalism as it affects Essex and Kent Counties.

Towards this end, it is understood that during February, seed grant monies of about $10,000 will probably be made available to the Windsor Area. Following this, on-going developmental funds, but not capital costs funds will also be available.

6. The St. Leonard's Orientation and Preparation Course has been extended to a three week program, and New Beginnings, Welfare Department, National Parole, and a few other agencies have applied under Winter Incentives Program to continue the course on a full-time basis. In addition, these groups are exploring the possibilities of applying to Canada Manpower Centre to obtain authorization to implement the course on a continuous basis in the College's School of Adult Retraining.
7. Completed installation of appropriate testing equipment in Outreach Services vehicle necessary for administration of College's tests and Canada Manpower's General Aptitude Test Battery.
8. The vehicle was shifted to strategic areas of the community as the needs were identified or a referral made by the community agencies or college officials.

PROPOSED ACTIVITIES FOR SECOND SEMESTER

1. Continuation of earlier described activities.
2. Initial contact with some of the more than two hundred groups identified by Department of Provincial Secretary in

a study conducted this summer.

Eg: Non-English speaking Mexican Mennonites from Leamington district.

The Young Canadians Company in Windsor.

3. Meetings with new agencies, government departments, and new units of existing government departments.

   Eg: Windsor and Essex Branch of the Canadian Mental Health Association

   Unemployment Insurance Commission - Claims Assistant Office

4. Testing and evaluation of prisoners under After Care Services to determine appropriate college courses upon release for ex-residents of Essex and Kent Counties, or those being admitted to St. Leonard's House.
5. Exploration of further ways to aid the Thames Campus.
6. The vehicle will act as a mobile counselling unit for the Off-Campus College Preparatory Program.
7. Continuation of support services to Twin Valleys School.

From a Report to the Executive Committee of St. Clair College of January 4, 1972.

APPENDIX C-2

REPORT OF HOLY ROSARY EDUCATIONAL CENTRE

For the past three years, the East Windsor Citizens Committee has operated a broad range of programs to meet the social, educational and recreational needs of the people of the Drouillard Road area. Through their efforts the new Holy Rosary Educational and Recreational Centre was built and officially opened this month - a co-operative project of the Windsor Separate School Board and the City of Windsor. The majority of our students have been removed from a formal education program for a considerable length of time, many for years, and I think that this maturation period is the key to our students return now, because they may or may not have a goal or career in mind. They have returned and are prepared to pursue and solve their dilemma.

The following is a summary of the academic and other activities completed and proposed for the Holy Rosary Education Centre.

1. Attendance:

   The class had an original enrollment of 29 fully accredited students.

   There are 20 students attending classes daily.

   Four have found employment.

   One has entered the Adult Retraining Program.

   One has found it too time consuming and consequently must spend her time at home with her two children.

Three have withdrawn from the course for various reasons. Fourteen students have enrolled as audit students and are presently showing excellent attendance records. Present enrollment is 35 not counting those that have withdrawn.

2. Academic Progress:

Since the students enrolled in the program have various academic backgrounds, each student is placed at this own functioning level and then proceeds at his own comfortable and capable rate of learning. With the change to Saskatchewan Newstart materials, the students feel much more comfortable as it is slightly structured and the students can foresee the areas of possible achievement.

3. Communication Learning Experiences:

Colin Swan, President of the Windsor Young Artists is presently volunteering his services to the group. He is now having rehersals to produce Albert's play "Sandbox". Two other students, under his direction are involved in writing a play which will be presented at a later date. From my observation of the work being written, the student from the Inn has spent many hours in preparing her script. The finished product should be very interesting.

We have discussed the following activities with the class. They have expressed enthusiasm to begin.-

THEATRE: Discussion of various plays from different periods, with a concentration on Modern Theatre.

Discussion and workshops on various types of Stages, i.e. thrust, apron, theatre in the round, black box threatre.

POETRY: discussion on various 20th Century poets and poetry. Workshops for writing - including plays, poetry, and short stories.

POETRY READINGS:

With guest readers.

NOVELS: Taking a look at 20th Century, including contemporary writings, which portrays and comments on social issues.

DISCUSSION OF "PEANUTS"

Social problems - each student is presently gathering a collection of comic strips.

OTHER TOPICS, etc. TO BE STUDIED:

Lord of the Flies
Animal Farm
Look Back in Anger
Catcher in the Rye
Joe
Death of a Salesman
Flowers for Algernon

ANTHOLOGY OF STUDENTS WRITINGS:

Hopefully by the end of the semester a booklet containing the writings of the students (i.e. poetry, short stories, plays, essays, etc.) will be published. The Windsor Young Artist's have an off-set press which has been made available to the group. This will be a wonderful experience to learn the use of the press and layout for printing.

4. Research 72

Seven of the Holy Rosary Education Centre residents are presently employed by Research 72, a local incentive program. This program, using a wide variety of approaches, hopes to discover the potential resources that could be developed in the community and thus constructively involve the new Community School. The knowledge and "social" participation that these students are experiencing through this project will in turn be a great asset to the community.

5. Head Start Program

Head Start, a pre-kindergarten day care centre, primarily involved with the underpriviledged children of the Drouillard Road Area is presently having classes in the Holy Rosary Education and Recreation Centre. Three of our students are presently working, under supervision with the children. Mrs. Pat Richards, a qualified instructor, has frequently mentioned that students are a great help and doing a wonderful job. One of the students on the Field Trip to Fanshawe College spent half a day in the "Early Childhood Teacher Education" class and went as far as to ask for an application.

6. Field Trip to Fanshawe College:

On March 20th and 21st twenty-four students and staff attended a two day field trip to Fanshawe College, where a program was prepared by Mr. Aidan E. Spiller, Assistant Chairman of The Social Science and Humanities Division, and the graduating students of the Recreational Leadership Course. Briefly the trip consisted of:

a. Tour of Fanshawe College.

b. Tour of London, including the University, City Hall and Historical places.

c. Presentation by Mr. Wm. Watson, Chairman Social Science and Humanities Division, concerning community involvement who very effectively turned the discussion to a positive approach towards solving the problems of the Drouillard Road area.

d. Sports activities with the students of Fanshawe College.

e. Free time in London.

f. Social evening with the Recreational Leadership Students.

Some of the Students had never been on a bus trip outside the city. The trip gave the group an opportunity to positively compare themselves to another learning group. This learning experience was intensified in that the "other" group was entirely unknown to those on the field trip - thus providing a degree of "challenge" but not competition. The outstanding event of the trip was the final dinner in

London before enbarking for Windsor. It is almost impossible to describe the feeling of congeniality and well-being that was present at the table. I believe it was an expression of their self-satisfaction as a group.

APPENDIX C-3

John the Twenty-Third Learning Centre draws its students from the core area of the city. The students are young, often emotionally disturbed and commonly had brushes with the law.

All students attend classes on a voluntary basis because they realize what the lack of education does to them on Windsor's depressed job market. Without Grade 10 or 12 standing in certain courses, chances of fitting into the labour market or being eligible for retraining in skilled trades are nil. In addition to the educational handicap, there are emotional problems caused by families who cannot or will not understand why the student cannot get a job, or "why the kind of job I have had on the line isn't good enough for you". Sometimes alcoholic parents upset the client's home coming with anger and fights.

This group is a challenge and a delight to work with because the results of learning and fair treatment pay off so very rapidly. In four months time, eight people who were hitherto described as not reachable, have achieved Grade 12 proficiency in English and Mathematics, are at present employed, and furthermore intend to pursue higher education at St. Clair College or at a University. The educational instruction used goes directly to the heart of the students' problems and isolates them so that a lot of unnecessary "busy work" is obviated. This in itself is an incentive to work and try to complete the programme within a shorter time. Homework is often demanded by the student, but never exacted by the teacher.

This Centre makes for an ideal learning situation for those who find conventional education too confining and too impersonal. It also makes the clients aware of each others problems and creates the desire to help out both in peer teaching situations and with personal problems.

The Sandwich Jail Programs arose from the need for a concrete approach to the rehabilitation of men paroled back into society. All too often a man is returned to his home territory with the admonition to "do no wrong" but prison is not equipped to give him the tools to do what society thinks is right. Boredom and frustration too often engulf the parolee when he finds that his education does not qualify him for certain jobs or trades. We offer him a job scrubbing floors at $1.65 an hour and he gradually drifts back to old habits and companions when he sees no other way out. College Prep aims to offer him the way back in! College Prep at John XXIIIrd Centre, and Mr. G. Rennie who is counsellor for St. Leonard's House, together with Mr. Gignac the Head Turn Key at Sandwich Jail, are responsible for bringing a group of men headed for various penal institutions in Ontario, the chance to study and reach Grade 12 levels in English and

Mathematics. Upon completion of their sentences these men will then be able to return to society and either enter retraining for a skilled trade, or enrol in St. Clair College and begin a new future for themselves and their families.

The initial testing and lessons have met with a great deal of cooperation from both the men involved and Mr. Gignac, who has been able to identify prisoners who would benefit most from this program, and to indicate when they can be expected to be released from the different penal institutions. Mr. Gignac has also kept abreast of their transferals from the Sandwich Jail so that there is little delay in keeping up with the school work. It is through his cooperation that both the coach and life skill counsellor have been able to meet and teach the men together as a class. This latter kindness is especially helpful in the initial part of the course, enabling the student to understand his grade level and to iron out early difficulties. The lessons are sent in on Tuesdays (English) and Fridays (Mathematics). The completed work is corrected, scored, and any questions answered within a week. In addition to NewStart instruction, testing is done in reading comprehension, and speed, and prescriptive material given to the men.

In brief, this program offers an alternative to the question, "What do I do (now)?"

APPENDIX C-4

Crossroads Human Growth Community Farm is a unique learning centre because of its population. The students, like those at Twin Valley Farm, are socially and emotionally disoriented and require specialized services. The resident staff offers love, kindness, guidance and re-inforcement of the new skills to be acquired.

All of the students had dropped out of school and exhibited an emotional block against instruction. I started the program with a series of film presentations, followed by discussion.

Academic instruction is carried out on an individual basis. The level of initial achievement ranged from illiterate to grade XI. After the initial resistance was overcome, some considerable progress was made: one student began to write poetry and essays at the senior high school level; an illiterate student was upgraded to about grade 3; both left the community for personal reasons.

Three students were upgraded sufficiently for them to transfer to a regular program at St. Clair College. One student has been upgraded from grade 6 to grade 9, but continues to experience emotional difficulties. Another has been raised from illiteracy to grade 6, another from grade 4 to grade 7.

Considerable attention is paid to developing responsibility and improved life skills through situations involving personal interaction on the farm. In catering to the needs of this particular group, the emphasis has been on re-socializing students to enable them to return to their homes.

Under the circumstances it is difficult to speak of concrete academic achievement, but there can be no doubt as to the validity of the work being done with these students.

APPENDIX C-5

ST. ANDREW'S CHURCH

This group is perhaps most different from the other groups in the program with respect to two matters: its age-range and its cultural heterogeneity.

In age, the people in the group go from 19 to 37, with a median age of about 28 and an average age of about 26. There is a considerable number over 30.

The group consists in general of three sections:

1. poor Canadian Whites
2. poor Canadian Blacks
3. West Indian Blacks, most of them fairly recent immigrants.

There are also some Europeans whose knowledge of English is beyond that of courses in English given for New Canadians, but not yet equal to their often considerable knowledge of other languages.

Other characteristics of the group are:

1. most of the members are working full time, and have been for some years
2. many are married and have children
3. most of them have very clear goals and, since they come at night after working all day, they are quite serious about achieving the goals and "get down to business" very quickly

4. though it is true that a number of these people have difficulties other than educational, they are extremely leery of discussing these, regarding attempts to help them as an invasion of their privacy and an unwarranted intrusion.

In short, then, and I am speaking mainly of those who are over 25. The St. Andrew's group is a socially stable, mature group of men and women who have managed their lives quite well and who need primarily help in achieving certain academic goals. They know exactly what they want, e.g. to learn to read and write well enough to keep a job, to learn English well enough to feel comfortable in their new surroundings (i.e. no academic goal beyond learning English), to get enough English and math to be able to get a particular job or to get into a training program, usually at St. Clair.

Each of the three groups mentioned in the third paragraph presents its own difficulties. Thus, the first, poor Canadian Whites, reflect a life of both deprivation (social, educational, economic) and immense determination. For example, there is one woman in the group who was unable to get more than one year's formal schooling. In the intervening years, she has picked up an amazing amount of skills and information, largely self-taught, so that today she has what she quite correctly calls "pieces of many grades but nothing continuous". For this person, and for many others in the group as well, what is wanted is a filling up of holes here and there, often at widely disparate grade levels.

Many of the people in this group, though tenacious and clear about their goals, are unsure of themselves in the extreme. They have failed, educationally speaking, too often. They are consequently frequently shocked to hear that they are actually at least average in intelligence, often better than average; and they find this new idea hard to take, often resisting it. Their lack of self-confidence often leads them into needless repetition of work, and they require quite close supervision so as not to get lost in details. Though persistent, they lack method; and they remain terribly locked into a deeply-held (because frequently experienced) sense of inferiority, and a rather fragile belief that they can do well academically. All these characteristics indicate a need for teaching locale, methods and relationships not readily available in conventional settings.

The second group, Canadian Blacks, resembles the first, though they are less unsure of themselves.

The third group, West Indian Blacks, is a quite large group. It is actually a misnomer to call them all by the same name, for there is a great deal of cultural divergence among them. Still, with respect to certain matters, they do present similar characteristics. They are very interested in achieving educational levels that will make them available for better jobs in Canada, but at the same time they strongly reject assimilation, being very proud of their own cultural backgroundsard wishing to hold on to them. Most of them have gone to school in the West Indies as far as they could without having to pay and simply dropped out. Educationally speaking, they reveal a quite varied achievement picture, e.g. very strong in some things (handwriting, addition and other basic knowledge of this sort), pretty shaky in other matters (fractions, for example), and totally lacking in still others (roots, averaging). The reason for this is that they were simply not taught these other things. In general it can be said that what they know they know very well, but that the West Indian curriculi do not overlap more than perhaps 75% with the Canadian curriculi. Moreover, the cultural differences are here most important, particularly with regard to language (meanings of words, pronunciation) and to methods of instruction. To some extent they show the same hesitancy as do the first group, the same sense of unsureness, but that is not as important as their strong traditionalism (British-style). It is curious but true that this group, seen from the Canadian point of view, is the most traditional, "old-fashioned", when it comes to goals, but requires quite sensitive innovations when it comes to methods of teaching. (Innovations, that is, for Canadians.)

A word about the younger people in the group. From what I have observed of the day groups and the younger people there, the ones at night are quite different. Many of them, like their counterparts in the day groups, do not have jobs, have had some emotional problems, etc., but they are not on drugs, and have not been on drugs, they have not been in trouble with the police, and so on. Most of them did drop out of school because high school didn't seem worthwhile to them, but they did it quietly and often with a job in mind. They are back now, usually with St. Clair in mind, because they have discovered that their educational level is a strong disability. This group of young people is the least traditional, most like the people I have observed in the day groups, but they remain nonetheless significantly different from the acting-out, emotionally labile young people of the day groups. They are, for the most part, loners. Some of them are a little childish (unable to concentrate, easily distracted), but some show remarkable strength and determination.

In general, then, this group is paradoxical: highly traditional in orientation and expectation, but quite unable to work within a traditional setting, at least for the time being. Moreover, the cultural factors are crucial and no setting or method that does not take this into account could hope to achieve much for these people. (I'm not just thinking of the West Indians, but of the other New Canadians as well as the Canadian poor whites and Blacks.) All these things should indicate the enormous possibilities for the sort of program this is, and for its uniqueness. It seems quite likely that if these people are not helped by this program, they will not go into any other.

Philip London

APPENDIX D

THE PUBLIC'S VIEW

The Windsor Star, Friday, March 24, 1972

Word going out by van

Mobile 'plug' for new school

By JIM CULLEN

The East Windsor Citizens Committee has planned a two-day campaign to tell people in the east end of the city what's available in an $800,000 school complex just completed as a joint city - Windsor Separate School Board project.

Committee members will be using a van to tour the neighborhood Saturday and Sunday to tell people about the community school on Drouillard Road.

The new school houses a community centre with meeting rooms, day care facilities, swimming pool and gymnasium. It replaces the 50-year-old Holy Rosary School which was torn down a year ago.

Students will be moving into the new classrooms Monday. Since the old school was torn down, students have been bused to Langlois, Desmarais and St. Bernard's Separate Schools.

However, the community centre part of the building is still under construction and the target date for completion is May 1.

The citizens committee waged a tough drawn-out fight to have the new school built after it learned construction was to be delayed by the province.

The committee plans to start its campaign at 10 a.m. Saturday from the Action Centre, located in the heart of the neighborhood on Drouillard Road.

At 11 a.m. the van will start a tour that will include the Albert Road, Hickory Road and Cadillac Street area.

On Sunday, the van will be at Holy Rosary Church from 10 a.m. to 1 p.m. and then start a door-to-door campaign in the north end of the neighborhood.

In addition to supplying information on the school opening, the committee will have material available on projects that are under way to help develop the neighborhood.

The projects include a course at Holy Rosary Church that is designed to prepare anyone, regardless of age or educational background, over 16, for entrance into regular courses at St. Clair College.

This class is run on the idea that you learn at your own speed and start "at your own level of learning."

Committee members will also be talking about public relations project for the neighborhood. The program is designed to inform everyone of the "facilities and existing possibilities of our new Holy Rosary Educational and Recreational Centre."

The van the committee will be using will have displays "and people you are welcome to come in and see and talk with."

The committee members will also be asking some questions "in order to find out who would like to participate in what types of programs, who would like to help organize or work in getting these programs started so that the very best possible use can be made by our community of the Holy Rosary Educational and Recreation Centre."

A brochure to be distributed in the neighborhood includes a section that says: Watch for us!'

April 4, 1972

St. Clair College
Outreach Services
LaPointe Centre
2990 Riverside Dr. West
Windsor, Ontario
Attention: Mr. George K. Lewis

Dear Mr. Lewis,

We would like to pass on to you some comments on the Outreach Services...specifically the Van that was provided to us on the weekend of March 25 and 26, 1972.

We found the van was an excellent means of attracting the attention of the public. It was especially useful to us because we are involved in publicizing the new Holy Rosary Educational and Recreational Centre.

We also found that the van was useful in that we were able to have displays inside to show the neighbourhood what programmes have already begun. We were also able to have the Directors and Staff in the van so that any questions could be answered on the spot. Of course, the loudspeaker was in constant use and of much value to us.

We found that people were quite impressed and surprized that St. Clair College has such services and of course, very pleased to see St. Clair interested in their community.

We have no doubt that the use of the van was extremely instrumental in our publicity successes so far.

We wish to thank you and St. Clair College for its cooperation and the use of its facilities. Counting on your further cooperation,

Sincerely yours,

Mrs. Elizabeth H Marcus

Mrs. Elizabeth Marcus
Public Relations Coordinator
East Windsor Citizens Committee
1036 Drouillard Rd.
Windsor, Ontario

P.S. A special thank you to that wonderful young man who drove us a round, and to Mr. Eugene Mazney.

cc Mr. Eugene Mazney

LET ALL GUESTS BE RECEIVED AS CHRIST

ST. LEONARD'S HOUSE
491 VICTORIA AVENUE, WINDSOR 12, ONTARIO
TELEPHONE (519) 256-1676

Honorary President:
The Hon. Paul Martin
Government Leader
in the Senate

Honorary Secretary:
Mrs. John A. Willis

Past President:
Milton C. Merelsky, Q.C.

President:
Larry Ouellette, C.L.U.

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Ted Frymor
Louis Gouin
Al Meloche
G. Pinsonneault
A. Renaud

March 7th, 1972

RE: PROPOSED TRIP TO MILLHAVEN PENITENTIARY MARCH 28th, COLLIN'S BAY PENITENTIARY MARCH 29th, JOYCEVILLE INSTITUTION MARCH 30th, 1972 BY MR. LOUIS DROUILLARD, EXECUTIVE DIRECTOR, ST. LEONARD'S HOUSE-WINDSOR: MR. GARY LUCIER, DIRECTOR, COMMUNITY GUIDANCE SERVICES ST. CLAIR COLLEGE: MR. GEORGE LEWIS, DIRECTOR, OUTREACH SERVICES, ST. CLAIR COLLEGE: MR. GENE MASNEY, OUTREACH SERVICES DEVELOPER, ST. CLAIR COLLEGE AND MR. GARRY COUNTESS, COUNSELLOR, CANADA MANPOWER CENTRE.

Increased insight into education as an integral part of rehabilitation has led to a close working relationship between St. Leonard's House Windsor, St. Clair College of Applied Arts and Technology, and Canada Manpower Centre.

Significant highlights have been the creation of the Off Campus College Preparatory Programme by St. Clair College and the revised Orientation and Employment Preparation Course by St. Leonard's House Windsor. Canada Manpower Centre has played an important part in each programme.

Realizing the importance of facing the problems of hard-core unemployed, St. Clair's Programme involves life-skills, academic upgrading, technical and vocational training. St. Leonard's House Orientation and Employment Preparation Course is an intensive yet comprehensive five week life-skill, job-skill course. St. Clair College is presently investigating the feasibility of implementing the Saskatchewan Newstart Programme. Relating to the Orientation and Employment Preparation Course at St. Leonard's House, a grant was secured and seven staff members were hired to remove the course from the premises and conduct it within the community. This has allowed clients from other agencies than St. Leonard's House, i.e. National Parole Service, Adult Probation Services, Ontario Department of Corrections After Care Services. Department of Social Services, Y.M.C.A., to participate in the programme. Both programmes have been activated and are presently being carried out. As a result of our mutual efforts in this community to provide a more equitable service to criminal offenders from Essex and Kent Counties, representatives from St. Leonard's House Windsor, St. Clair College, and Canada Manpower Centre propose to take the St. Clair College Outreach van within the confines of Collin's Bay, Joyceville and Millhaven Penitentiaries on March 28th, 29th and 30th for the following reasons:

1) GENERAL:

Through discussion with as many officials as possible, reach a greater understanding of mutual philosophies and programmes, and hopefully establish a close working relationship with the Canadian Penitentiary Service in terms of release plans for Essex and Kent County offenders.

2) ST. CLAIR COLLEGE REPRESENTATIVES:

To explain to interested inmates by using the van (equipped with audio and visual aids) the programmes of St. Clair College by providing:

- a) written materials
- b) acquainting them with the campus by means of a slide presentation and a 16 mm. film

c) discussion with staff members on the various programmes available to the inmates, and

d) development of mechanism to apply for entry into college programmes upon release.

3) ST. LEONARD'S HOUSE WINDSOR REPRESENTATIVES:

1) To acquaint interested inmates with the physical property by means of a slide presentation on St. Leonard's House.

2) To explain the general "modus operandi" of the house and newly instituted programmes.

3) To provide written data pertaining to the Orientation and Employment Preparation Course and accept application for the course.

4) To interview prospective applicants for St. Leonard's House Windsor.

4) CANADA MANPOWER CENTRE REPRESENTATIVE:

1) To familiariz e area offenders with programmes available through the local Canada Manpower Centre Office by means of written information and individual interviews.

2) To familiarize inmates to meet the representative that will be dealing with them when they are released, and to allow discussion of other plans for employment in the Windsor area.

3) To administer tests if applicable.

John Conlin

JOHN CONLIN
EMPLOYMENT DIRECTOR

The Windsor Star, Wednesday, April 19, 1972

Outreach pays visit to Kingston

The St. Clair College Outreach Services Vehicle is visiting Kingston area penitentiaries this week, providing information on what is available to inmates upon their release to communities in Essex and Kent Counties.

The program — Program Jericho—is a co-operative venture of St. Leonard's House, St. Clair College and the Canada Manpower Centre.

Project Jericho also aims at helping inmates prepare themselves through programs in the penitentiary which can lead to courses and programs available at St. Clair College and through Canada Manpower Centre.

The vehicle—a mobile office equipped with staff, information, materials and audio-visual aids—was to visit the Kingston Penitentiary, Collin's Bay Penitentiary, Millhaven Institution and the Joyceville Institution.

Interested inmates will be interviewed with a view to discussing plans involving St. Clair College, the Canada Manpower Centre and St. Leonard's House.

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ST. LEONARD'S HOUSE

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Ted Frymer
Abel Renaud
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Rev. S. Rus, C.S.B.
Doug Sanders, LL.M.

March 24th, 1972

Mr. George Lewis,
Director, Outreach Services,
St. Clair College of Applied Arts & Technology,
La Point Centre,
2990 Riverside Drive West,
WINDSOR, Ontario.

Dear George: Re: Off-Campus College Preparatory Programme

The St. Clair College Preparatory Course is certainly the most encouraging approach to meeting some very pertinent needs of our guests that this community has ever seen. The intent of this programme is to attempt to meet the academic-vocational needs of our guests who, in the majority, qualify only for general labouring vocations. The general decrease in the need for such non-skills has, is, and will continue to eliminate these guests from employment, from becoming tax-payers instead of tax-takers. Specifically, there are two needs which your approach attacks:

1) problems at the academic level where so many of our guests have failed to be able to successfully compete in the Adult Education Courses, for reasons of their inability to cope with both the intellectual-academic-practical demands and the living problems which affect the academic performance so drastically; and

2) problems at the pragmatic level of motivation where the out-reaching hand at the door, where the hesitant student remains without a constructive, sincere invitation, a fearful person who remains where he happens to be - removed from his achievement potential.

In conclusion, I wish to highlight our joint challenge - to assure the life-sustenance of our guests and ex-guests by financial aid, an aid which would provide incentive additional to the minimum sustenance levels of General Welfare Assistance for which our residents do not qualify anyway.

I anticipate that you will respond to these matters at your earliest opportunity.

Yours sincerely,

Lou

L. A. Drouillard
Executive Director

LAD:b

A HOME FOR RELEASED PRISONERS

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Louis Gouin
Al Meloche
G. Pinsonneault
A. Renaud

March 29, 1972

Mr. Jack Costello,
Athletic Director,
St. Clair College,
Huron Line,
WINDSOR, Ontario.

Dear Jack: Re Community Social & Recreational Services

I am writing to you to request the involvement of your department of St. Clair College in an Outreach Service in the form of a social and recreational programme for offenders and their families in this community. The planning of the total programme should include other residences and correctional agencies but there is an immediate need, particularly for the month of May to September, for a service to the three residences who are members of St. Leonard's Society of Canada in Windsor.

St. Leonard's House Windsor is a twenty-bed residence for adult, male offeners, primarily released prisoners. The Inn of Windsor is a smaller home for youthful women aged 16 to 25 years, who are in trouble with their environment, living situation or with the law. New Beginnings is a small home for youthful males, aged 14 to 20 years, who are in trouble with the law or with their environment and living situation. We propose to meet the very critical social and recreational programme needs of each and we would hope to be able to assist the organization of wives and families of offenders which is being formed. Our goal would be the organization of a self-help and self-directed social and recreational programme.

The problem of leisure time which is too often idle time has been one of the major handicaps in the effectiveness of all three residences. Our residents do not seek creative, self-fulfilling and productive leisure-time activities. They have never experienced any encouragement to do so. Leisure-time hours add-up-to the same number, and often times more, as the work-a-day or school hours; the weekends are obviously more critical. A quickly-made, desperate decision to return to former environment and associations, usually made out of boredom and frustration, can lead to drastic, long-lasting repercussions, especially where alcohol or drugs are involved. Further demoralization is the least of the evils to be anticipated in these circumstances.

Cont'd......

It requires time, expertise and involvement to create, meaningful, interesting and permanent programmes of constructive, creative and involving nature. More effort still is required in order to achieve the full participation of the residents and the organizing of a permanent programme in each residence.

The creation, implementation and continuation of a social, cultural and recreational enrichment programme is probably the most challenging and fascinating goal we would have with regard to the wives group. The need for a physical plant, for materials, equipment and staff, for liaison and hopeful integration with existing community programmes must be fulfilled.

Every year in Ontario, we incarcerate in our training schools in the province, over 1000 boys and girls under the age of 16 years. At least double this number are placed on probation. In addition, an undetermined number of children find their way to f oster homes and Childrens Aid Society wardships. This is a sad plight for a supposedly just society.

We are apprised that over half of these children who find themselves in trouble with the law have been reared in families where one of the adults has been in serious trouble with the law. Many of these children are sons and daughters of incarcerated inmates. If the growing crime rate is ever to be confronted by our society in a realistic way, we must focus our attention, energies and finances on preventive measures. Our evidence makes it obvious that a significant area in which to begin is in the area of working with the children of adult offenders.

Most of the people of whom we speak here are in the lower socio-economic strata of our communities. They do not take advantage of these services in the community which are very middle-class in nature. So, while there might be apparent duplication of services, a specialized, client-centered and eventually client-organized and operated program is necessary to involve not only the families but the children of offenders. In this way, these innocent victims can find freedom from the double-stigma of being poor and of being related to an offender.

The goals of this program would be recreational with sports activities for the children of all ages, a day-care centre, nursery-school activities, babysitting services, dances and self-determined creative and educational activities.

I am sending a copy of this letter to Mr. George K. Lewis of your Outreach Services. He is on the Advisory Board of St. Leonard's House and I have consulted with him on this matter, as you know. We might eventually plan to arrange a meeting with the other residences and agencies but our three member houses of St. Leonard's Society look forward to a response to our immediate needs as soon as possible.

Under our Local Initiatives Program, we have a Social and Recreational

Director whose work could be geared to the planning, organization and effecting of the programme which we hope you will offer. However, the L.I.P. grant terminates of May 31st.

I look forward to hearing from you at your earliest convenience.

Yours sincerely,

L. A. Drouillard
Executive Director

LAD:b

FILMED FROM BEST AVAILABLE COPY

The Inn
a home for women

1687 Wyandotte Street East Windsor 15, Ontario Phone 252-4070

April 7, 1972

Mr. George Lewis
Director
Outreach Services
St. Clair College
437 Erie St. E.
WINDSOR, Ontario

RE: Off-Campus Pre-College Preparation Course

Dear Mr. Lewis:

We are finding the Off-Campus Pre-College program very helpful in our rehabilitation program. We now have four girls enrolled in the course who were not interested in doing very much prior to the course. The course has stimulated a lot of motivation for going to classes daily and for working on their own at home.

If there is another intake period for another class I would like to be advised as I could enroll my new admissions at The Inn.

Thank you for all your help in this respect.

Sincerely yours,

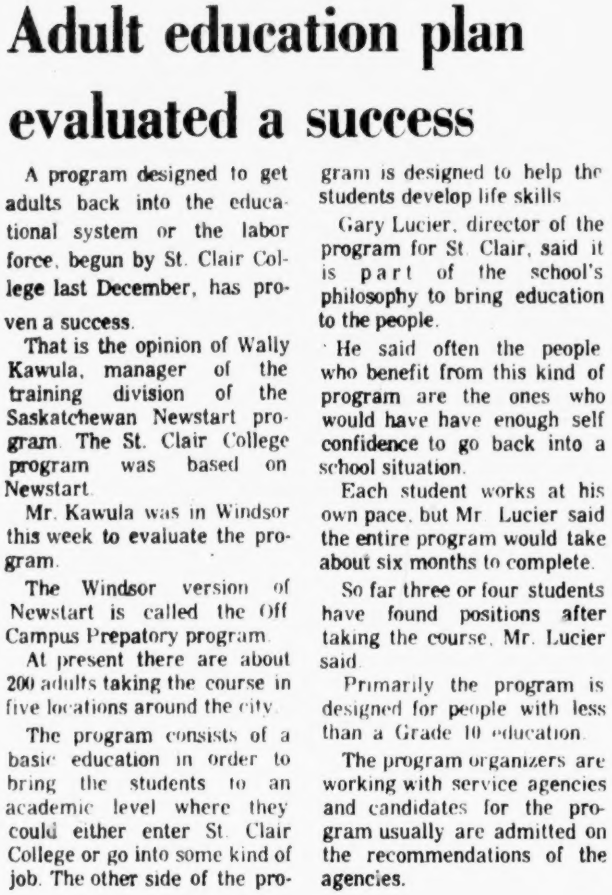
THE INN OF WINDSOR

Irene L. Girard

Irene L. Girard (Miss)
Executive Director

ILG:bab

The Windsor Star - May 6, 1972



Adult education plan evaluated a success

A program designed to get adults back into the educational system or the labor force, begun by St. Clair College last December, has proven a success.

That is the opinion of Wally Kawula, manager of the training division of the Saskatchewan Newstart program. The St. Clair College program was based on Newstart.

Mr. Kawula was in Windsor this week to evaluate the program.

The Windsor version of Newstart is called the Off Campus Prepatory program.

At present there are about 200 adults taking the course in five locations around the city.

The program consists of a basic education in order to bring the students to an academic level where they could either enter St. Clair College or go into some kind of job. The other side of the program is designed to help the students develop life skills.

Gary Lucier, director of the program for St. Clair, said it is part of the school's philosophy to bring education to the people.

He said often the people who benefit from this kind of program are the ones who would have have enough self confidence to go back into a school situation.

Each student works at his own pace, but Mr. Lucier said the entire program would take about six months to complete.

So far three or four students have found positions after taking the course, Mr. Lucier said.

Primarily the program is designed for people with less than a Grade 10 education.

The program organizers are working with service agencies and candidates for the program usually are admitted on the recommendations of the agencies.

"...About 1,000 applicants per year try our clerical test. In 1968 about 4 out of 5 passed this test. In 1971 only 3 out of 5 passed the same test.... Applicants who try the test have at least Grade 12 education and some are University students who have dropped out....

A review of 50 tests made of the 1968 applicants showed 25 with passing scores and 25 failures. Then a similar review was made of 50 tests of the 1971 applicants. We were particularly interested in the segment of our test devoted to mathematics. There are 12 questions, all of which could be answered by a person with Grade 8 education. Some interesting findings from the review of the 100 test papers are as follows:

1. Only 2 graduates had all 12 questions correct.
2. 41 had 7 or more answers incorrect out of the 12.
3. Elementary basic math was responsible entirely for many of the candidates not being accepted for employment in our Office.
4. The questions answered best were simple addition or multiplication.
5. The worst answers were on simple interest. 82 out of 100 could not do this type of question. In 1968 there were 36 out of 50 who could not, and in 1971, 46 out of 50. - Is it possible that the calculation of simple interest is no longer taught, or considered important?

   Interest rates jumping around the way they are these days apparently will not bother our young graduates, because they won't be able to figure out what is happening, if our analysis is a criterion.

6. The next worst answers were in fractions and percentages. Again we have an interesting statistic! 68 out of 100 could not calculate a simple percentage problem. (What is 78% of X). But most surprising is the fact that in 1968, 24 out of 50 were able to get the right answer, but in 1971, only 8 out of 50 could get the answer. Have we stopped teaching percentages too?

7. Many other errors were caused by carelessness and untidy work - by mixing up the various signs for multiplication, addition, etc. - or by either being careless or not understanding the significance of a decimal point. It is apparent that those clerks with the best mathematical knowledge and ability tend to be most systematic and orderly in their work habits.

8. It is surprising the number of applicants who do not apply common sense to their answers - Any student should know that a percentage of a number cannot produce an answer greater than the number - or, if you walk 4 miles an hour and have 15 miles to go, it is obvious that you would not take more than 4 hours to walk the distance.

I believe that education at all levels is doing a good job to prepare the student for Business, but it could do a better job by:

a. Stressing basics in high schools, particularly in mathematics and English.

b. Placing more emphasis on the teaching of oral and written communications.

c. Spend more time in training students in the importance of interpersonal relationships -- the ability to get along with people and the desire to cooperate effectively.

d. Finally, by emphasing that education does not stop when a student graduates, but continues in Business through job training, experience, reading, etc. and therefore the most important thing to instill in all students is the love of learning...."[1]

---

(1) Quote from a letter of March 2nd, 1972 by the Personnel Manager of Metropolitan Life Insurance Co., Canadian Head Office.

APPENDIX E

MATHEMATICS CURRICULUM

MATHEMATICS CURRICULUM

An important part of the Off-Campus Preparatory Program is the Mathematics Curriculum. Basic Quantitative skills are necessary both in further education and most fields of employment.

In designing this curriculum, a number of objectives were considered, including:

1. Study must be individualized: Each student must have a course of study to fit his or her particular needs.
2. Each student must be able to enter at his or her own level (as determined by a pre-test), and exit once his specific goals have been achieved.
3. Study should be modular. That is, the content should be broken down into individual blocks; each of which may be considered a separate entity, but which, when combined, form a logical progression. It is this modular approach which makes possible the first two objectives.
4. Material must be, to an extent, programmed, so that each student may proceed with a minimum of supervision. Allowance must be made, however, for the instructor to easily and carefully monitor the progress of each individual student.
5. The system should not be too complicated. It must be easily learned and put into practice by both student and teacher.

6. To avoid student fatigue, so common in other systems of this type, modules should not all be designed according to the same rigid formula.
7. Built into the system should be some form of evaluation.
8. Also built-in should be some form of the spiral approach. A student should not be expected to grasp complicated concepts the first time, nor should he be forced to drill on one thing ad nauseam; rather he should move on, and come back later.
9. Material must:
    a. not be overly concerned with terminology
    b. accent the practical
    c. have many, many practice exercises, not only drilling the new skill but applying it to real world situations. These should have not only answers, but also solutions provided.
    d. satisfy the prescription of the Ontario Department of Education.

Many similar Mathematics programs were examined, some the products of research by Boards of Education throughout both Canada and the United States, some by well-known publishers in the education field. An attempt was made to bring together the better ideas from these, along with our own ideas and consideration of the special type of program at St. Clair, and the types of students aided by it. Sometimes, ideas fit together very nicely; other times, certain ideas when applied by themselves, clashed when combined. The result follows, and it is felt that the program meets the objectives previously stated.

An overall view is given by the chart. It is meant to represent the entire program and thus shows the full scope. From this, an individual program will be prescribed for each student by the instructor, according to several factors, including the student's academic background, his goals (specifically what further studies he hopes to pursue, or what type of employment he now holds or hopes to hold), and his ability, in the judgement of the instructor. Guidelines are provided for the instructor. Some sample programs are provided for the different courses offered at St. Clair. Most students will cover less than half the topics listed, with the emphasis on those at the left end of the chart.

The chart is designed to be read left to right and up and down. Progression down means advancement in level and/or degree of difficulty. Left to right motion implies progression from one subject area to another. Subject areas are gouped under several main headings.

In general, study of one module assumes knowledge gained from study of all modules above it in the same column and also from all related modules in columns to the left, down to its own level.

For example, in order to add and subtract common fractions, one should know the parts of fractions, should also know how to add and subtract, multiply and divide with integers, and how to find HCF, LCM, but need not know how to approximate products. Such restrictions will be clearer in individual programs.

Each module is assigned a number-letter code (eg. 1A: Sets: Definition and Examples) according to its position on the chart. Each molecule is made up of individual lessons, containing introduction to new topic, examples and exercies. Lessons are coded according to the 'parent' module (eg.2F1, 2F2, etc.). Some modules contain only one lesson, some contain several. Before proceeding from one module to another, the student will take an evaluation type test, and check with his instructor.

A student need not complete one subject area before moving to another. In fact, it is recommended (guidelines for sequence are provided with sample programs) that he work in parallel on more than one area at a time. For instance, a student might complete several modules in Computational Skills, then cover the basics under Relations and Geometry, and then return to Computational Skills.

Grade levels have been intentionally omitted. We can, however, satisfy the student who wants to achieve a certain grade level (eg.Grade X). Individual programs are supplied for this purpose.

The chart reflects the present state of development of the program. Some gaps remain to be filled in. Very few of the lessons have as yet been completed, not all the sample programs have as yet been mapped out. We expect to make some adjustments based on classroom experience.

Fortunately, the program can be used in its present form. Materials from Saskatchewan Newstart are available, and will be utilized to their full potential. The supplementary text books they use are more complete, and at present each lesson in each module is a straight reference to a particular spot in a particular book. The Saskatchewan materials are most valuable for evaluation purposes.

We wish to acknowledge the help of many individuals who kindly sent us material, as recorded in the bibliography.

Special appreciation is extended to Mr. Brock Rachar, Mathematics Consultant for the London Board of Education.

Robert Cherniak

SETS

DEFINITIONS & EXAMPLES A

SUBSETS B

CARDINALITY C

SET NOTATION D

VENN DIAGRAMS E

OPERATIONS ON SETS F

G

H

I

J

K

L

M

N

O

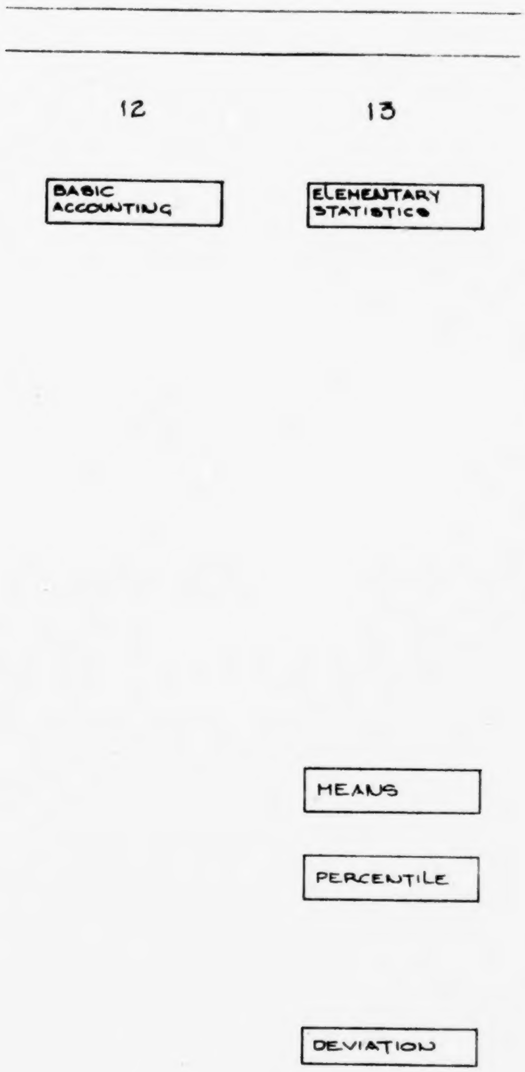
P

NUMBER SETS Q

COMPUTATIONAL SKILLS

2	3	4	5	6
FUNDAMENTAL CONCEPTS	OPERATIONS WITH INTEGERS	OPERATIONS WITH FRACTIONS		
		COMMON FRACTIONS	DECIMAL FRACTIONS	PERCENT
COUNTING				
PLACE VALUE		PARTS	MEANING	MEANING
FACE VALUE	ADDITION	TYPES		DECIMALS ↔ PERCENT
THE NUMBER LINE	SUBTRACTION	PLOTTING FRACTIONS ON NUMBER LINE	PLOT ON NUMBER LINE	
EXPANDED NOTATION	MULTIPLICATION	IMPROPER FRACTION ↔ MIXED NUMBER	ADDITION & SUBTRACTION	
SOME SYMBOLS +, −, ×, ÷,), (, =, ≠	DIVISION		MULTIPLICATION	
SIGNED INTEGERS	OPERATING WITH SIGNED INTEGERS	EQUIVALENT FRACTIONS	DIVISION	
SCIENTIFIC NOTATION	ORDER OF OPERATIONS (BRACKETS INCLUDED)	SIMPLEST FORM OR (LOWEST TERMS)		
ROMAN NUMERALS	AVERAGE OR MEANS	COMPARING, ORDERING	COMMON FRACTION ↔ MIXED NUMBER	
ROUNDING OFF	FACTORS	ADDITION, SUBTRACTION	MULTIPLYING, DIVIDING BY POWERS OF 10	
	HCF, LCM	MULTIPLICATION		
		DIVISION		
	APPROXIMATING PRODUCTS			
	IDENTITY (OR NEUTRAL) ELEMENTS		REPEATING DECIMALS	
	EXAMINATION OF NUMBERS, [illegible], PROPERTIES			

7	8	9	10	11
EXPONENTS	NUMBER SYSTEMS OF DIFFERENT BASES	LOGARITHMS	SLIDE RULE	CALCULATING DEVICES
MEANING		MEANING		
		USE OF TABLES	THE SCALES	
RULES FOR MULTIPLYING, DIVIDING	READING AND INTERPRETING			
NEGATIVE EXPONENT	COUNTING		MULTIPLICATION & DIVISION	ADDITION & SUBTRACTION
FRACTIONAL EXPONENT	ADDING		COMBINING OPERATIONS	MULTIPLICATION
	SUBTRACTING		POWERS & ROOTS	DIVISION
SQUARE ROOT ALGORITHM	MULTIPLYING	COMPUTING USING LOGARITHMS	RECIPROCALS	COMBINING OPERATIONS
	DIVIDING			
RADICALS: SIMPLIFYING PLOTTING ON NUMBER LINE MULTIPLYING DIVIDING				
			TRIG RATIOS	
	CONVERSION BETWEEN SYSTEMS			


12
13
BASIC ACCOUNTING
ELEMENTARY STATISTICS
MEANS
PERCENTILE
DEVIATION

MEASUREMENT

14	15	16	17	18
GENERAL	SPACE			TIME
	LINEAR	SQUARE MEASURE	CUBIC MEASURE	
MEANING				THE CLOCK
	LENGTH ALONG A PATH	AREA	VOLUME	THE CALENDAR
		COUNTING UP AREAS	FILLING	TIME ZONES
CONSERVATION		FORMULAE	FORMULAE	TIME LINES
	PERIMETER - BY MEASUREMENT - BY FORMULAE			
SYSTEMS OF UNITS		DISSECTING & ADDING UP PARTS		
USE OF TABLES	UNITS	UNITS	UNITS	
QUALITY, ACCURACY OF MEASUREMENT (ERROR BOUNDS) RELATIVE ERROR				

19	20	21
MONEY		
EARNING	SPENDING	MANAGING
INCOME WAGES SALARIES PIECEWORK COMMISSIONS & BONUSES PROFIT INTEREST & DIVIDENDS	SALES TAX	INTEREST SIMPLE, COMPOUND
	BUYING FOOD	BORROWING MONEY
DEDUCTIONS INCOME TAX PENSION PLAN UNEMPLOYMENT INSURANCE MEDICAL PLAN	BUYING AT A SALE	STOCKS & BONDS etc
	SERVICES	
	INSTALLMENT BUYING	
	OWNING A CAR PURCHASE INSURANCE UPKEEP	
	BUYING OR RENTING A HOUSE	
	LIFE INSURANCE	

22	23	24	25	26
WEIGHT TEMPERATURE	ANGULAR MEASURE	SCALE DRAWINGS	COMBINING SYSTEMS	ESTIMATION
READING SCALES	MEANING		RATES	
	SPECIAL ANGLES		DENSITY	
	USE OF PROTRACTOR	READING, INTERPRETING		
		CONSTRUCTION		
	ANGLES GREATER THAN 360°			
UNITS	UNITS			

RELATIONS

27

SENTENCES

- DEFINITION
- RELATIONAL SYMBOLS
- VARIABLE
- TYPES
- SUBSTITUTION
- SOLUTION SETS
- ORDERED PAIRS

28

RATIO

- DEFINITION
- NOTATION
- PROPORTION
- USES
  - UNIT PRICING
  - SCALE DRAWING

29

GRAPHS

- DEFINITION
- USES
- TYPES
- CONSTRUCTION
- READING & INTERPRETING
- THE NUMBER LINE

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30	31	32	33
BASIC CONCEPTS, TERMINOLOGY	CONSTRUCTIONS	RELATIONSHIPS	TRANSFORMATIONS
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DEFINITIONS MEDIAN ALTITUDE PERPENDICULAR	BISECTOR OF A LINE SEGMENT		
	ANGLE = A GIVEN ANGLE		
PROPERTIES PARALLELISM SYMMETRY SIMILARITY			
	BISECTOR OF AN ANGLE		
		FACES, VERTICES, EDGES	TRANSLATIONS
	PERPENDICULAR FROM POINT ON LINE FROM OUTSIDE LINE	ANGLES IN FIGURES	ROTATIONS
		PYTHAGOREAN THEOREM	
	PERPENDICULAR BISECTOR		
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NOTATION & TERMINOLOGY				
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MULTIPLICATION		SOLUTION BY INSPECTION		
DIVISION		NUMBER OF SOLUTIONS		
SIMPLIFYING FRACTIONAL EXPRESSIONS		FORMAL SOLUTION		
	DEFINITION	EQUATIONS WITH FRACTIONS		
	TYPES - COMMON FACTOR - COMPLETE SQUARES - DIFFERENCES OF SQUARES - TRINOMIALS (BY TRIAL) - GROUPING - SQUARE OF A TRINOMIAL - INCOMPLETE SQUARE - SUM & DIFFERENCE OF CUBES - FACTOR THEOREM	FORMULA MANIPULATION		SQUARE ROOT OF A BINOMIAL
		PROBLEMS	ONE UNKNOWN	
		TWO UNKNOWNS	DEFINITION, STANDARD FORM	
	APPLICATIONS HCF, LCM	BY INSPECTION	SOLUTION BY FACTORING COMPLETING THE SQUARE FORMAL GRAPH	
		3 METHODS OF SOLUTION	PROBLEMS	
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		PROBLEMS	THEORY OF CHARACTER OF ROOTS DISCRIMINATION SUM & PRODUCT OF ROOTS	
		3 OR MORE UNKNOWNS	2 UNKNOWNS LINEAR QUADRATIC 2 QUADRATICS	

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PARTIAL	GEOMETRIC PROGRESSION	LINEAR	$C(n,r)$
JOINT		QUADRATIC	$P(n,r)$
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RATIOS OF ANY ANGLE CAST RULE			
RELATIONSHIPS & EXPANSION			
IDENTITIES			
	THE RIGHT ANGLED Δ		LEVERS
	THE OBLIQUE ANGLED Δ LAW OF SINES LAW OF COSINES		PULLEY SYSTEMS
	THE RIGHT ANGLED Δ (WITH LOGS)		GEAR SYSTEMS
	THE OBLIQUE ANGLED Δ (WITH LOGS) LAW OF TANGENTS HALF TANGENT LAW THE K FORMULA		

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SAMPLE PRESCRIPTION· Dental Assistant

	1	2	3	4	5	6	7	13	14	15	16	17	18	19	20	21	22	24	25	27	28	29	30	37	39	42
A	A	A							A	A			A	A	A	A						A	A			
B	B	B		B	B	B	B			B	B	B	B	B	B	B	B		B			B	B			
C	C	C	C			C								C	C	C			C		C	C	C	C		
D	D	D	D	D					D					D	D	D		D		D	D	D		D	D	
E	E	E	E	E	E										E					E		E		E	E	
F	F	F	F		F			F	F						F					F				F	F	F
G		G	G	G	G										G					G	G			G	G	G
H		H	H	H					H						H					H	H				H	H
I		I	I	I	I										I					I					I	
J		J	J	J	J				J						J											
K			K	K																						
L				L																						
M																										
N			N																							

APPENDIX F

DRAFT PROCEDURE FOR STUDENT ADMISSION

APPENDIX "F"

DRAFT PROCEDURE FOR STUDENT ADMISSION TO THE OFF-CAMPUS COLLEGE PREPARATORY PROGRAM

1. All applicants must go through a pre-admission process, under the direction of the Life Skills Specialist. This process will consist of a preliminary interview, held on a designated morning each week; a trial period of at least one week in the academic setting; and a final registration process held on a designated afternoon each week. Interview times approximately forty minutes apart will be scheduled by telephoning the receptionist or secretary on duty.

2. The initial interview will serve to establish the acceptability of each candidate to the program. During the interview:
   a) The candidate will complete an "Application for Admission to an Ontario College of Applied Arts and Technology", Part "A". The interviewer will forward this application directly to the Associate Registrar, St. Clair College.
   b) The candidate will take an aptitude test to determine his ability to handle the academic requirements of the program.
   c) If the candidate is under nineteen years of age and has been out of a regular school system for less than one

year, the interviewer will telephone his former high school to ensure he is no longer counted on that school's attendance rolls, and to receive verbal notification whether the candidate is available for the program. If the candidate has completed grade XII or an occupational course, or is nineteen years of age and has been out of the regular school system for at least one year, he will be admitted to the program in accordance with St. Clair College admission policy and the above requirement of high school release will not apply.

3. The interviewer will make a decision as to the candidate's acceptability for the program. If in favour of admitttance, he will issue a letter of introduction, admitting the candidate to a Basic Education class on a trial basis, commencing the next day.

4. The candidate will then meet with the nurse-counsellor the same day, to complete a standard Health Form and arrange an eye examination or hearing examination if desired.

5. Human Potential Coaches will admit into their classes only those students who produce a letter of introduction signed by the interviewer. New students will arrive for admittance one day a week only and will remain on trial for at least one week.

6. During the trial period, the Life Skills Coach/Interviewer will complete the following:
   a) Contact the principal and guidance counsellor of the candidate's former high school to obtain their release of the student from that school's attendance rolls and their recommendation for his admittance to the program. Both the principal and guidance counsellor of the school must sign the recommendation form. (This procedure applies only if the student is under nineteen years of age and out of the regular school system for less than one year - See item 2c.)
   b) Forward copies of the student's test results, high school recommendation form (if applicable), and recommendations from any other agency, to the Associate Registrar St. Clair College.

7. During the trial period, the Human Potential Coach will:
   a) Notify the Life Skills Specialist or Life Skills Coach/Interviewer immediately, should the new student be absent from any class during the trial period.
   b) Evaluate the student academically and socially in the class setting.

8. The Assistant Registrar will make the final decision on admission, based on the recommendations of the high school (if applicable), the Life Skills Coach/Interviewer, the

Human Potential Coach, and any other concerned agency.

a) The Registration Information Form will be generated and forwarded, by the Associate Registrar Office, to the Life Skills Specialist for completion by the applicant.

9. Registration:

a) Based on the decision of the Associate Registrar, the student will be admitted to the program on a permanent basis, or refused admission no more than two weeks after his initial interview. At this time, the Human Potential Coach and Life Skills Coach/Interviewer will meet with the student to evaluate the trial period. If admitted to the program, the student will fill out Parts II and III of the St. Clair College "Registration Information" Form.

b) The interviewer will forward this form to the Associate Registrar's office.

c) The student will continue academic classes the following day.

d) The Human Potential Specialist will arrange for the student to come to South Campus to have his/her ID card picture taken.

APPENDIX G

STUDENT PROGRESS EVALUATION PROCEDURE

APPENDIX G

STUDENT PROGRESS EVALUATION PROCEDURE

The Initial phase of the assessment procedure should include some general intake information in the form of standardized tests in order that Off-Campus College Preparatory Program students can be compared in some standardized and objective manner to other groups of individuals. The purpose of this data-collection process is to assess in a general manner, at the beginning of the Program, what level of functioning is representative of the different students in the Program. At the end of the enrollment period these measures can again be administered to assess any change which has occurred.

Testing is to be held to a minimum because greater value will be obtained by developing and administering assessments which uniquely tap the specific and idiosyncratic aspects of the Program. Nevertheless, there is a need for some standardized measures for narrative comparison purposes.

Four general tests are recommended:

1. The Wide Range Achievement Test gives an estimate of an individual's profficiency in terms of grade level equivalents in three areas of academic endeavour: reading, spelling and mathematics.
2. The Brainard Occupational Preference Inventory will present information concerning the occupational preferences

of the student. The occupations listed will give a variety of selections to students which can be utilized in other aspects of the Program for counselling purposes. The occupational categories of this instrument are judged to be the most appropriate for the population of individuals to which the Program is directed.

3. The Personal Orientation Inventory is to provide an objective delineation of the level of the student's mental health. This instrument is not designed to measure abnormal emotional reactions. The items are non-threatening, and the interpretation of the results can be used as an additional source of information in the Life Skills Program.
4. The Taylor Manifest Anxiety Scale is a self-administered test designed to indicate the student's general level of re-activity to various life situations. In addition, the data from this test can be useful in identifying individuals whose anxiety level may be a hinderance to their successful completion of the Program.

The selection and administration of these tests is specifically designed to provide a maximum amount of practical information with a minimum output of test time, (1½ hours), and counsellor effort. The test results can be used to direct and shape Program goals, give useful feedback to the students, and provide empirical data for evaluating Program effectiveness.

In addition to the initial collection of normative data and the administration of the standardized tests described above, it is recommended that the project include a variety of assessment procedures that are more student-programme oriented. This orientation should take the form of measuring the individual adaptive skills of the students and then evaluating whether or not the College Preparatory Program has been effective in changing the adaptive skills in the appropriate direction.

The adaptive skills should include the following:

1. Interpersonal Skills: e.g. ability to engage in eye contact with other adults; ability to physically approach another adult and engage in appropriate verbal conversation; ability to control certain non-verbal cues such as smiling and hand shaking.
2. Communication Skills: e.g. ability to verbally express oneself in a written form; ability to verbally describe the environment.
3. Community Knowledge: e.g. awareness of, and ability to, use the wide variety of mental health, social, educational and recreational services available in the community; ability to travel about the community.
4. Economic and Occupational Skills: e.g. ability to manage money and tax information; ability to receive the

maximum amount of job satisfaction; ability to relate to peers and supervisors on the job.

5. Educational Skills: e.g. ability to maximize educational skills for personal as well as financial gain.

May, 1972

Dr. R. Caverzan
Dr. R. Daly
Dr. M. Miller

APPENDIX H

SOME PROBLEMS WE FACE

APPENDIX H

SOME PROBLEMS WE FACE

> "As an alternative to standard probabilistic and statistical accounts of these matters, I have proposed that we take account of a whole sequence of events:
>
> (1) the enterprise (Project Research) begins with empirical data, rather than with an hypothesis out of the blue." 1

A preliminary attempt to satisfy this pre-requisite is made in the following pages:

We say "preliminary" because by the very nature of surveys this can never be a terminal process. As new and unforeseen forces become operative, the picture changes, the needs differ and the projection has to be modified and revised to suit the new conditions. In addition, the very limited resources of time and manpower at our disposal precluded a detailed analysis of the "empirical data" which is so varied, so interdependent, so complex and so scattered.

To put it in other words, the whole concept of social

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1. M.A. Simon, "On Judging the Plausibility of Theories" in Logic, Methodology and Philosophy of Science, 111 Amsterdam 1968 p.457 as quoted by A. Herzog, "Some Notes on the Art of Research", in: A. Herzog & L.R. Dent, A Compendium of Papers on Evaluation & Methodology Prepared at Nova Scotia NewStart Inc., Yarmouth Dec.1971, p.293.

research is still so young, the techniques so crude, that when we venture into the field of researching community services through education, we are attempting a North American first. In no way should this imply that the subject is esoteric or less valid: historical conditions have simply combined to prevent an earlier start on such work, which, educators agree, is essential, badly needed and overdue.

DBS CENSUS of 1961 - Volume I, Part II; Pages 74-15 & 74-16

	ESSEX	KENT
Total Population	258,218	89,427
Male	129,079	44,942
Female	129,139	44,485
Population 5 years and over	227,392	78,658
Male	113,170	39,431
Female	114,222	39,227
ATTENDING SCHOOL		
Total	64,806	22,180
Male	33,762	11,420
Female	31,044	10,760
Kindergarten		
Total	3,293	1,034
Male	1,690	542
Female	1,603	492
Elementary - 1-4		
Total	23,622	8,233
Male	12,247	4,271
Female	11,375	3,962
Elementary - 5+		
Total	21,486	7,408
Male	10,982	3,833
Female	10,504	3,575
Secondary - 1-2		
Total	8,044	2,837
Male	4,076	1,412
Female	3,968	1,425
Secondary - 3-4		
Total	5,393	1,762
Male	2,790	845
Female	2,603	917
Secondary - 5		
Total	1,264	534
Male	696	268
Female	568	266

	ESSEX	KENT
University - 1-2		
Total	887	238
Male	629	147
Female	258	91
University - 3&4+		
Total	405	74
Male	320	57
Female	85	17
Degree		
Total	412	60
Male	332	45
Female	80	15
NOT ATTENDING SCHOOL		
Total	162,586	56,478
Male	79,408	28,011
Female	83,178	28,467
No Schooling		
Total	7,306	2,183
Male	3,651	1,156
Female	3,655	1,027
Kindergarten		
Total	35	7
Male	18	4
Female	17	3
Elementary - 1-4		
Total	8,818	2,629
Male	4,678	1,567
Female	4,140	1,062
Elementary - 5+		
Total	61,226	24,244
Male	31,390	13,080
Female	29,836	11,164
Secondary - 1-2		
Total	32,906	11,947
Male	15,694	5,687
Female	17,212	6,260

	ESSEX	KENT
Secondary - 3-4		
Total	33,241	10,188
Male	13,956	4,086
Female	19,285	6,102
Secondary - 5		
Total	10,437	3,227
Male	4,429	1,211
Female	6,008	2,016
University - 1-2		
Total	3,250	807
Male	1,714	342
Female	1,536	465
University - 3&4+		
Total	1,279	262
Male	867	182
Female	412	80
University Degree		
Total	4,088	984
Male	3,011	696
Female	1,077	288

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EDUCATION:

The Counties of Essex and Kent comprise a total population of approximately 390,000. The latest available figures (census of 1961) indicate that 106,406 individuals aged five years or older and not attending school had achieved grade eight or less. This was 48.7% of the total population aged five years or older who were not attending school, or 27% of the total population of the two counties.

An additional 44,853 individuals had completed one or two years of high school, making for a total of 151,259 or just over 40% of the total population.

5,072 individuals in the two counties had a university degree, which was nearly 1.5% of the total population. Of these, 1365 were women and 3707 were men, showing quite a discrepancy in sex distribution.[1]

To put these figures in perspective we quote corresponding figures for Ontario, Canada and the U.S.A. for the year 1966:

In Ontario in January 1966 people 20 years old or over:

38.1% had elementary school
51.3% had secondary education
10.6% had university education[2]

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1. DBS Census 1961, vol.1 pt.2, table 74-15, 74-16.

2. Special Labour Force Studies #1, The Educational Attainment of the Canadian Population and Labour Force 1960-65, Ottawa 1966 DBS cat.71-502.

The Educational Achievements of Canadians vs U.S. in 1966:

	Canada[3] 000	Percentage[4]	U.S.[5] 000	Percentage[6]
Total Population	13,305	100%	137,617	100%
Some Elementary	2,595	18.6%	20,406	14.9%
Grade 8	2,439	18.3%	20,133	14.6%
Some High School	4,846	35.8%	31,420	22.9%
Complete High School	2,138	17.9%	41,377	30%
Some University	755	5.4%	20,359	14.8%
Degree	532	4.0%	3,921	2.8%[7]

In comparing the figures for Essex and Kent vs the Ontario figures, we find that the two counties have a larger percentage of people with some secondary school education, but falls far short of the Provincial average in post-secondary education. Similarly, the educational achievement of Canadians falls short of the educational level of Americans, except among those who have completed degree requirements.

EDUCATION AND EMPLOYMENT

There is every indication that the educational level of the population is rapidly rising, but this applies mainly to the younger generation currently attending school. The working age population now on the labour market and the senior citizens of the community appear to lack adequate preparation to cope with rapidly changing demands and ever increasing educational pre-requisites.

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[3] *ibid* table C1
[4] *ibid* table D-2
[5] *ibid* table C-2
[6] our calculation
[7] Special labour Force Studies #7, *Educational Attainment in Canada Some Regional and Social Aspects Ottawa 1968*.

A concerted effort is being made by various institutions in the community to alleviate this problem: For example, the Windsor Board of Education conducted 127 evening courses at 19 locations in 1971/72, involving 3,453 students, mostly enrolled in general interest courses. In addition, the YM-YWCA offered over 40 short term courses of general interest. St. Clair College offers part-time apprenticeship training involing some 800 individuals per year (sponsored by the Department of Labour); Continuing Education courses in evening school, involving over 2000 registrations; an Adult Retraining program of over 800 students (sponsored by the Canada Manpower Centre) and the Off-Campus College Prep Program described above.

The distinguishing features of the Off-Campus College Prep Program are primarily in terms of methodology and philosophy. The Program has researched the needs of its target population and has filled the peculiar needs of its select community, amplifying the other educational services in an area which has so far been neglected.

The full significance of this statement can be appreciated if we consider that in 1965, 5.8% of the Canadian Labour Force was unemployed. Breaking down this average by educational achievement we find that -

1. of those workers having less than grade 8 education 12.8% were among the unemployed.

2. of those having completed public school, 6.6% were unemployed.

3. of those having some high school education, 5.1% were unemployed.

4. of those having completed high school, 1.9% were unemployed.[8]

To give an alternate picture: of those having been unemployed four months or more, 62.7% had no high school education, 27.6% had some secondary school education and 9.7% had completed high school.[9]

The actual unemployment figures in Essex and Kent region are attached. Assuming that the national situation applies, the majority of the substantial number of long term unemployed in the region have inadequate schooling to cope with the current demands of the labour market. Most retraining programs require at least grade 10 standing, but as we noted above, over 50% of the local population have grade 10 or less. It is reasonable to assume that these make for the majority of the long term unemployed, who may eventually end on welfare.

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[8] ibid table 2

[9] Report of the Minister of Education for 1970, table 3.42

LONG TERM UNEMPLOYMENT IN ESSEX AND KENT

		20% Sample of Unemployment Insurance Claims (1)			Actual Number of Unemployment Insurance Claims (2)	Projected Approximation of Current Long Term (14Wks or more) Unemployment based on sample survey(3)
		Number Unemployed 14 weeks or more	Total Claims	Long Term Claims as % of Total in Sample		
April 1970	Male	411	929	46%	9,532	4,400
	Female	243	420	59%	4,611	2,700
	TOTAL	654	1349	49%	14,143	7,100
May	Male	227	643	36%	6,681	2,400
	Female	128	295	43%	4,093	1,700
	TOTAL	355	938	38%	10,774	4,100
June	Male	185	519	36%	5,881	2,000
	Female	122	285	43%	3,498	1,500
	TOTAL	307	804	38%	9,379	3,500
JULY	Male	167	463	36%	5,990	2,200
	Female	117	284	41%	2,773	1,200
	TOTAL	284	747	38%	8,763	3,390
AUGUST	Male	179	315	57%	4,016	2,300
	Female	174	251	69%	2,871	2,000
	TOTAL	353	566	62%	6,887	4,300
SEPTEMBER	Male	157	370	43%	3,693	1,600
	Female	173	293	59%	2,947	1,700
	TOTAL	330	663	50%	6,640	3,300
OCTOBER	Male	114	414	28%	4,181	1,200
	Female	130	313	42%	3,130	1,300
	TOTAL	244	727	34%	7,311	2,500
NOVEMBER	Male	205	1054	19%	5,272	1,000
	Female	228	689	33%	3,441	1,200
	TOTAL	433	1743	25%	8,713	2,200

DECEMBER	Male	224	2,419	9%	12,092	1,000
	Female	237	879	30%	4,394	1,300
	TOTAL	461	3,298	14%	16,486	2,300
JANUARY 1971	Male	320	3,205	10%	16,025	1,600
	Female	262	1,096	24%	5,480	1,200
	TOTAL	582	4,301	13%	21,505	2,800
FEBRUARY	Male	455	3,013	15%	15,070	2,300
	Female	326	1,164	28%	5,823	1,700
	TOTAL	781	4,177	19%	20,893	4,000
MARCH	Male	881	2,065	43%	10,324	4,400
	Female	576	1,119	52%	5,604	2,900
	TOTAL	1,457	3,184	46%	15,928	7,300

1. Unemployment Insurance Comm. Profile, Windsor District Office Windsor, August 1971, p.87

2. *ibid*, p.88

3. Product of column 3 and column 4. Actual numbers are not available. Rounded off to nearest 100.

The striking aspect of these figures is the small ratio of women to men.

Seasonal variations are apparent with unemployment claims being highest during the winter month and lowest during harvest time in the fall.

One must remember that unemployment insurance figures give only a rough indication of the total unemployment picture, since a sizable group of unemployed do not qualify for unemployment insurance at any given stage of their plight.

EMPLOYMENT & INCOME[1]

In February 1969, the City of Windsor had an estimated labour force of 97,500 workers, earning an average wage of $6,636 per year or $10,033 per household.[2]

The County of Essex had an additional 56,458 workers earning an average of $6,813 and Kent listed[3] 32,000 workers earning an average of $6,117 per year.

The rural vs: urban distribution of the two counties was as follows:

	RURAL	URBAN
Essex	18.6%	81.4%
Kent	51.7%	48.3%

The agricultural output of Essex County alone is in the order of $70,000,000 per year[2] concentrating on corn, soybeans, fruits and vegetables. This is likely to remain stable in the foreseeable future.

Currently, the manufacturing output of Windsor and Essex County exceeds $2,000,000,000 annually.[2]

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[1] Unless otherwise indicated all figures are taken from "Profile: Windsor District Office," Unemployment Insurance Commission Department of Labour, Windsor, August 1971, mimeographed.
[2] Greater Windsor Industrial Commission
[3] Chatham Industrial Commission, A Summary of Information: Chatham, Ontario, Canada.

For the urban centres, it is instructive to observe the changing occupation pattern of the Windsor area, as shown in the following table:

OCCUPATIONS OF WINDSOR LABOUR FORCE[4]

Labour Force Description	1961 Census	% of Total	1971 Estimate	% of Total	Growth Over 1961
Skilled Prod. & Craftsmen	20,832	30%	28,000	32%	33%
Clerical	10,692	16%	13,500	16%	26%
Service & Recreation	8,830	13%	10,000	13%	13%
Professional & Technical	7,225	11%	9,000	11%	25%
Proprietors &Manager	6,249	9%	7,000	8%	12%
Sales	4,909	7%	6,000	7%	22%
Transportation & Communication	4,426	6%	5,000	6%	13%
Other	5,496	8%	5,000	6%	9%
Total	68,659	100%	84,000	100%	22%

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[4] Compiled on basis of figures published by Greater Windsor Industrial Commission - Profile of a City: Windsor, Ontario, Canada

It becomes apparent that currently the largest and most rapidly growing segment of the local labour force are skilled labour and craftsmen, followed by clerical occupations.

Professional, technical and sales personnel are increasing rapidly in number but represent less than 1/5 of the labour force. Services and recreation appear to be saturated and are not growing at present.

There is every reason to assume that growing mechanization and improved technology will initiate an ever growing demand for services and recreation but as to when this change in demand will reflect on the local labour market, is a mute point. This is confirmed by the Department of Planning and Urban Renewal for the City of Windsor:

> "As in most of the major urban areas throughout the developed counties of the world, manufacturing is being replaced by the service industries as the major source of job opportunities in Windsor, and this trend is expected to continue.... by 1986 the service industries should account for over half the area's total employment, with manufacturing representing about one-third -- just about the reverse of the situation in the 1950's." (5)

They quote the following projections of employment opportunities:

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5. Dept. of Planning & Urban Renewal, Background Studies towards the preparation of a plan for the City of Windsor Planning Area, Windsor 1970. p.41

EMPLOYMENT BY INDUSTRIES IN WINDSOR METROPOLITAN AREA[6]

	1951	1961	1971	1976	1981	1986
MANUFACTURING						
Number of Jobs	38,545	23,441	41,500	43,500	44,500	45,500
% of Total	55.4%	36.3%	39.1%	37.2%	35.3%	33.4%
TRADE						
Number of Jobs	9,150	10,150	15,000	17,000	18,500	20,500
% of Total	13.1%	15.7%	14.2%	14.5%	14.7%	15.5%
SERVICE INDUSTRIES						
Number of Jobs	21,908	31,010	49,500	56,500	63,000	70,000
% of Total	31.5%	48.0%	46.7%	48.3%	50.0%	51.1%

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6. *ibid* p.42

SOCIAL ASSISTANCE

The expenses incurred by Social Assistance through the various agencies in Canada amounts to just over 17% of total government expenditures (in 1968). Current figures are not available, but one may safely assume that the figure of four billion dollars has long since been exceeded.

Table I shows the total expenditures for all of Canada on various types of government services. Table II shows the Social Assistance expenditures for Essex & Kent County. Following that are maps showing the geographical distribution of Social Assistance cases in Essex & Kent by Townships.

TABLE I
EXPENDITURES - All Levels of Government[1]

	In 000,000 1957	1968	Average Annual Rate of Growth
HEALTH	450 (5.1%)	2,590 (10.9%)	17.2%
SOCIAL ASSISTANCE	1,540 (17.7%)	4,100 (17.2%)	9.3%
EDUCATION	1,110 (12.8%)	4,810 (20.2%)	14.3%
DEFENSE	1,710 (19.6%)	1,800 (7.6%)	0.5%
ALL OTHERS	3,890 (44.8%)	10,510 (44.1%)	9.0%
TOTAL	8,690 (100%)	23,810 (100%)	9.6%

The per-capita population cost for 1970 for Provincial Social and Family Services Expenditures[2]

TABLE II

COUNTY	POPULATION	EXPENDITURE	PER CAPITA COST 1970	1967
Essex	294,639	10,883,291	36.94	23.49
Kent	96,863	3,120,271	32.21	21.00

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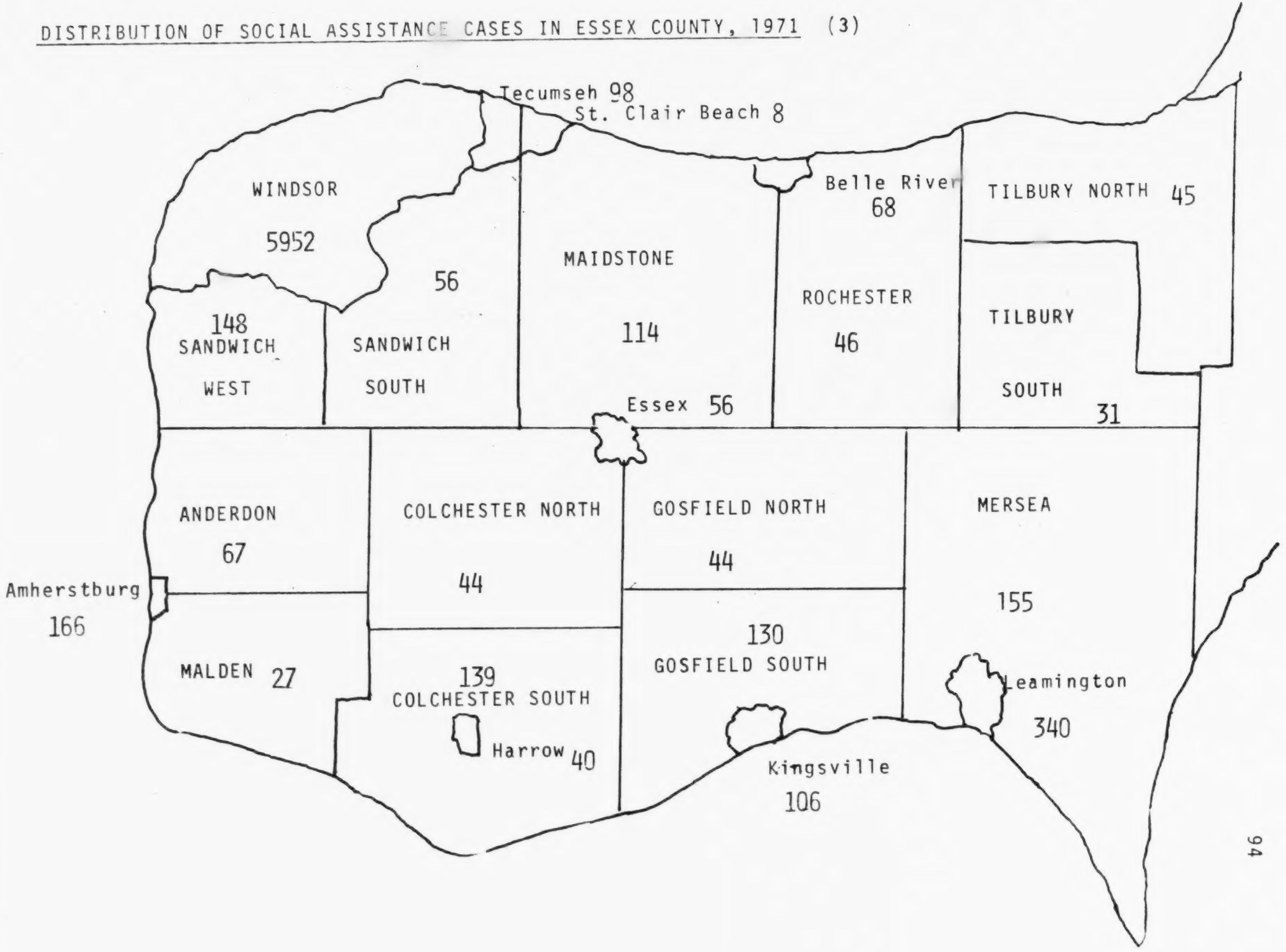
[1] Economic Council of Canada, Eight Annual Review, Ottawa 1971, table 2-1.

[2] Ontario Dept. of Social and Family Services, Expenditures, Fiscal year ending March 31st, 1970, Summary pt.3, p.6.

DISTRIBUTION OF SOCIAL ASSISTANCE CASES IN ESSEX COUNTY, 1971 (3)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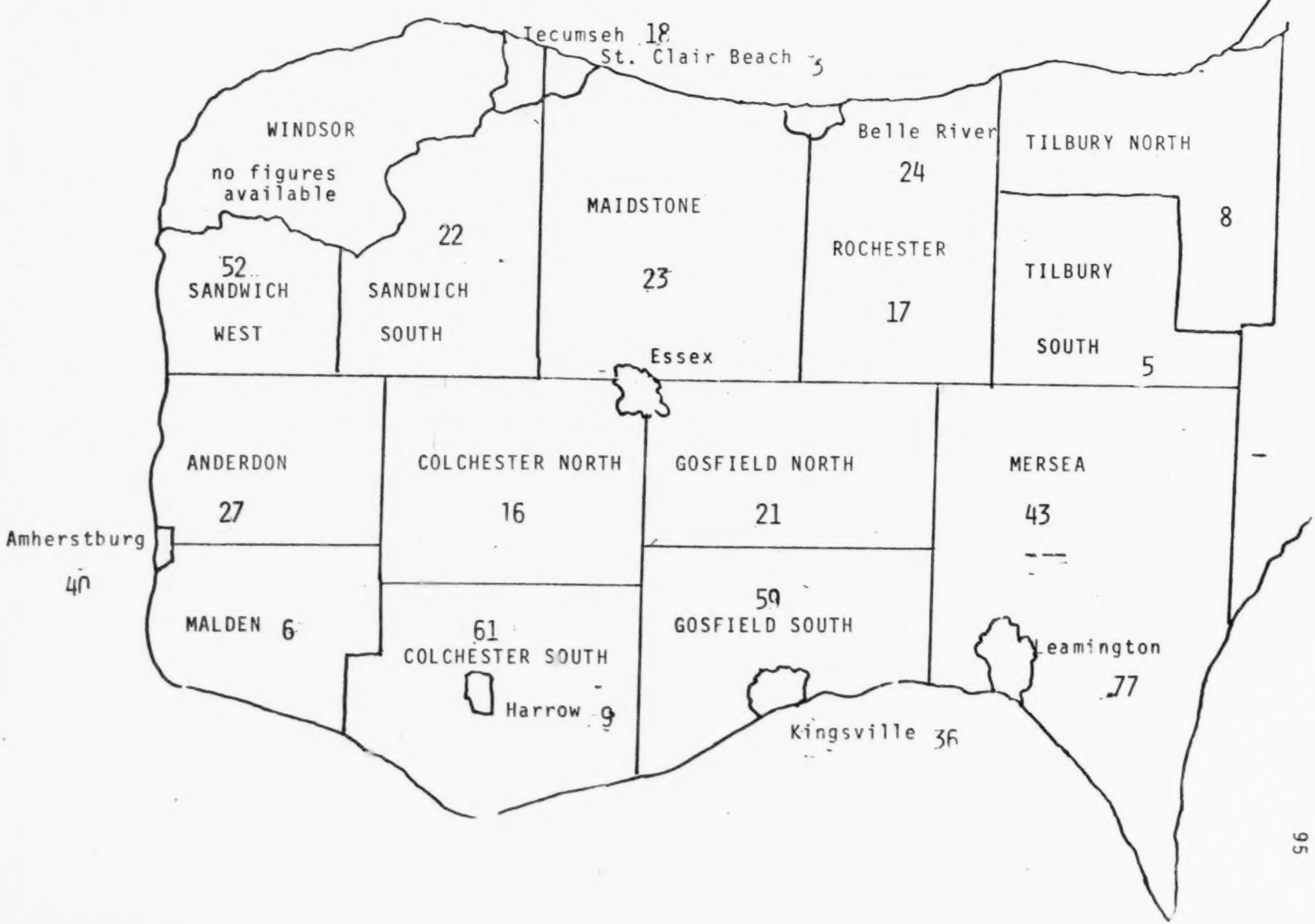
St. Clair Beach 8
WINDSOR
5952
56
148
SANDWICH
WEST
SANDWICH
SOUTH
MAIDSTONE
114
Essex 56
Belle River
68
ROCHESTER
46
TILBURY NORTH 45
TILBURY
SOUTH
31
ANDERDON
67
Amherstburg
166
MALDEN 27
COLCHESTER NORTH
44
139
COLCHESTER SOUTH
Harrow 40
GOSFIELD NORTH
44
130
GOSFIELD SOUTH
Kingsville
106
MERSEA
155
Leamington
340

DISTRIBUTION OF SOCIAL ASSISTANCE TO CHILDREN IN ESSEX COUNTY - 1971 (4)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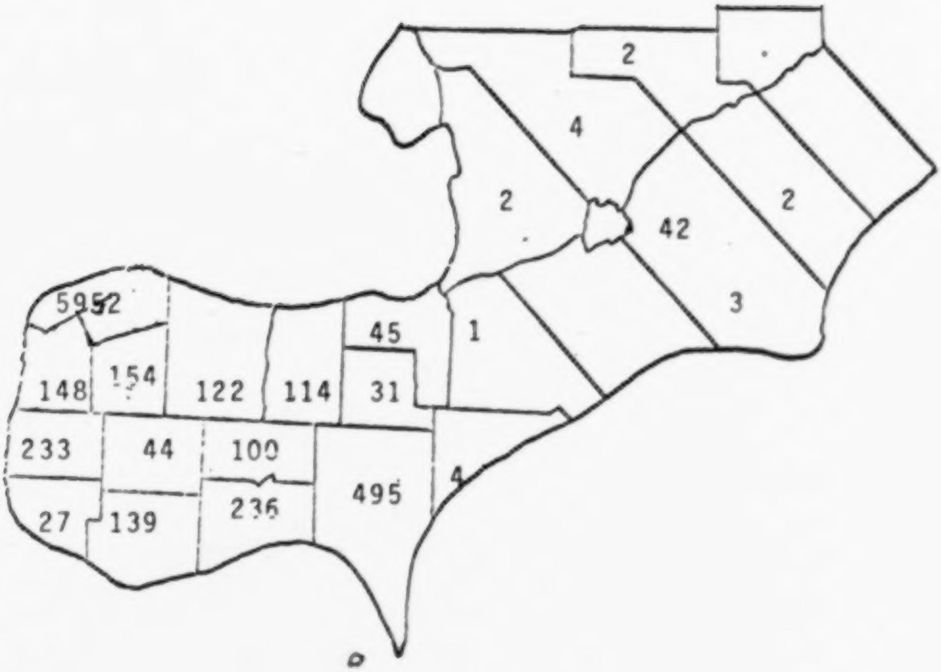
St. Clair Beach 3
WINDSOR
no figures available
22
52
SANDWICH WEST
SANDWICH SOUTH
MAIDSTONE
23
Essex
Belle River
24
ROCHESTER
17
TILBURY NORTH
8
TILBURY SOUTH
5
ANDERDON
27
Amherstburg
40
MALDEN 6
COLCHESTER NORTH
16
61
COLCHESTER SOUTH
Harrow 9
GOSFIELD NORTH
21
59
GOSFIELD SOUTH
Kingsville 36
MERSEA
43
Leamington
77

SOCIAL ASSISTANCE CASES IN ESSEX & KENT, 1971 (5)


2
4
2
42
2
3
5952
45
1
148
154
122
114
31
233
44
100
4
495
27
139
236

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3. 6th Annual Report - 1971 - Social & Family Services, County of Essex, p.33 and table 20. Windsor figure from Dept. of Social & Family Services, Monthly Statistical Bulletin, Nov.1971, table 1.
4. Ibid., table 24.
5. Ibid., What Chatham-Kent Community & Family Services has done Between the period January 1, 1971 to December 31, 1971. table 6.

MENTAL HEALTH

One of the gray areas in our understanding of the needs of a contemporary urban community is mental health. There can be no doubt that the accelerated pace of life in modern society creates emotional stresses on a scale never before experienced. Regrettably, hard data on this phenomenon is difficult to find, especially with respect to a regional situation. Thus we know that -

> "At the end of 1968, the (mental health) patient population (of Ontario) on the books was 17,269 or 237 per 100,000 population. This was the lowest rate in the last forty years. Since 1960, the patient population has declined at an average rate of 4.3% per year .... the crude discharge rates were 108.6 per 100 patients admitted and 512.0 per 1,000 patients treated." (1.)

At first glance one could deduce that the state of mental health in the province is rapidly improving. But, "no rates of recidivism or readmission are available in the Mental Health Division's Annual Report"[2] and one need only speak to any general practitioner regarding the prevalent rate of tension and neuroses in our society, to gain a different perspective.

The fact that fewer patients are admitted to hospitals and more of them are released can be explained in a number of ways:

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1. Mental Health Division of the Ontario Dept. of Health, 102nd Annual Report as quoted in E.J. Healey et al, "The Relationship of Diagnosis", etc. p.31.
2. Ibid p.32.

1. The increasing use of appropriate drugs enables the patient to cope in society without having to resort to hospitalization.

2. Until quite recently few mental patients were discharged to return to the community. But the discharge may be temporary and is no indication of cure.

Keeping these considerations in mind, it is instructive to learn that -

> "The St. Thomas Psychiatric Hospital is a public psychiatric in-patient hospital serving Southwestern Ontario. At the end of the calendar year, 1968, there were 1,679 patients receiving treatment .... The proportion of those patients who were residents of Essex County at the time of their admission, amounted to slightly less than 50% (767) of the patients then receiving treatment." 3

In other words, a fraction of the population of "Southwestern Ontario" supplied "slightly less than 50%" of the resident patients. This is confirmed by a rate of 274 patients in treatment per 100,000 population for Essex as compared to 237 per 100,000 population for the Province.

In the paper quoted, 169 discharged patients from Essex and Kent were studied. Of these, 116 were already re-admissions at the time and 47 were again re-admitted within the period of two years covered by the study.[4]

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3. *ibid* p.41
4. *ibid* p.73

The authors conclude with a series of recommendations regarding aftercare for discharged patients and emphasize the need for further research.

So much for actual hospitalization, which is obviously a last resort. Much more serious and also obscure is the question of mental health within the community setting. As an indication of the magnitude of this problem, one may refer to the experience of "Contact" a volunteer telephone answering service in London, Ontario:[5]

Within three years of operating in a city of 200,000 population (roughly comparable in size to Windsor), this organization logged nearly 44,000 calls, 52% of which were identifiable distress calls. Fully one third of these were caused by loneliness and half as many by depression. About 4% were suicide calls.

In a study of calls to the Distress Centre in Toronto, Bell Telephone counted 50 times more busy signals than calls coming through.

There is no reason to assume that the situation would be appreciably different in the Essex-Kent area.

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5. "Contact" - London, Ontario - "A Petition to the Council, City of London" London 1972.

We do know that 458 psychiatric patients received nursing aftercare in Windsor during 1970, as compared to 360 in 1968[6] which may only imply extended service as opposed to an increasing problem. But by the same token it is no indication of the magnitude of the problem.

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[6] Annual Report of the Board of Health for the Metro Windsor -Essex County Health Unit, 1970 Windsor 1971 p.28.

CULTURE AND RECREATION

As is the case in most of North America, television is the most popular leisure time activity. In the Essex and Kent county area, four large T.V. networks are available to the viewing audience: CBC comes from CKLW in Windsor while the American networks of ABC, CBS, and NBC are transmitted from Detroit plus a couple of Detroit based UHF stations. With the exception of the 9 to 11 pm 'prime' time spot, the local CBC station transmits old movies and U.S. situation comedy reruns.

Fifty-eight radio frequencies are available in the area and 52 or 90% of them, are in the U.S.A.

The Windsor Star, with a circulation of 86,000 copies, provides saturation coverage for the City of Windsor and to 86% of the households in Essex County. The Detroit Free Press reaches an additional 10% of the households in the area.

The Chatham Daily News performs the same service for Kent County.

Nearly half of the adult population of the two counties is estimated to attend a licensed drinking establishment at least once a week. There are 255 such outlets in Essex and Kent. Most of them draw capacity crowds on Thursday, Friday, and Saturday nights. This figure does not include private associations, legions, and clubs with bar facilities for their membership. Next to television, drinking would appear to be the second most popular leisure time occupation.

In spite of increasing public concern over the quality and type of recent motion pictures, movie going would appear to rank third as a leisure activity. There are approximately 20 motion picture theatres in the Essex and Kent area whose high admission prices have failed to deter the public.

The geographical location of the two counties lends itself to a variety of summertime water sports including boating, fishing, waterskiing, and swimming. People of Essex and Kent continue to flock to the beaches and waterways in the area despite the polution in Lakes Erie and St. Clair.

Residents are fortunate to have access to professional sports such as football, baseball, and hockey available in Detroit. On the other hand, Canadian professional sporting events must be seen on T.V. or not at all.

Since Windsor could generally be described as a 'car' town it follows that a good deal of the population is interested in stock car and drag strip racing. Facilities for both are available in Windsor.

The City of Windsor currently has 580 acres of public open spaces divided among 61 park cites. The general standard is 10 acres per 1,000 population, or more than three times as much[1] . This deficiency will become increasingly serious as the density of the urban population rises in certain areas of the city.[2] As the area becomes increasingly urbanized, polution and adequate recreation facilities will become of paramount concern.

The City of Windsor has a main library and thirty-six (36) branches throughout the city with withholdings in excess of 300,000 volumes. Surrounding towns have small public libraries of their own. According to the City's Department of Planning and Urban Renewal, the existing library facilities need to be expanded and re-located to accommodate changing population patterns. This issue is of particular concern, since libraries are a basic facet of community services attempting to raise the educational level of the population.

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1. Dept. of Planning & Urban Renewal, Background Studies, etc.p.197.
2. ibid p.223, table 56 shows the following figures for the Central District.

Density of Occupied Dwellings:	in 1966	in 1986
Low	2,324	1,356
Medium	278	785
High	1,063	5,737
Population	9,128	20,130

3. Ibid p.191 ff.

The City of Windsor has two museums, of which the Hiram Walker Museum boasts nearly 250,000 visitors per year. It is estimated that as many as 85% of these are American tourists. In addition there is the Windsor Art Gallery and a museum in Amherstburg.

AIR POLLUTION

DETROIT-WINDSOR AREA

Sulfur Dioxide - The dispersion model estimates show that the combined contributions of U.S. point and area sources to the annual average SO_2 concentrations in the Windsor, Ontario, area reached values as high as 0.04ppm (Station 203), well above the acceptable annual average value of 0.02ppm set by the Ontario standards. On the other hand, the combined contributions of Canadian point and area sources to annual average SO_2 pollution concentrations of Canadian point and area sources to annual average SO_2 pollution concentrations in the Detroit, Michigan, area were found to be insignificant except for some minor effects in the vicinity of Belle Isle and Grosse Point, Michigan. In the Detroit -- Windsor area, there were 17 continuous SO_2 analyzers, 11 in Detroit, and 6 in Windsor. All 17 stations reported annual average SO_2 concentrations equal to or greater than 0.02ppm. Three of the Detroit stations and two Windsor stations reported annual averages equal to or greater than 0.03ppm.

Particulates - The dispersion model estimates show that the combined contributions of U.S. area and point sources to the annual average concentrations of particulates in the Windsor area were very significant. U.S. sources contribute the equivalent of at least the entire annual average particulate concentration loadings allowed under Ontario standards ($60\mu g/m^3$) for a large portion of the Windsor area. For some sections of the area, particulate pollution from the U.S. exceeds $140\mu g/m^3$.

An analysis of the particulate pollution roses for stations in Windsor shows a relatively high frequency of occurrence of pollution associated with westerly winds. This association tends to implicate as a source the heavily industrialized

U.S. area of Zug Island and the southern section of the city of Detroit.

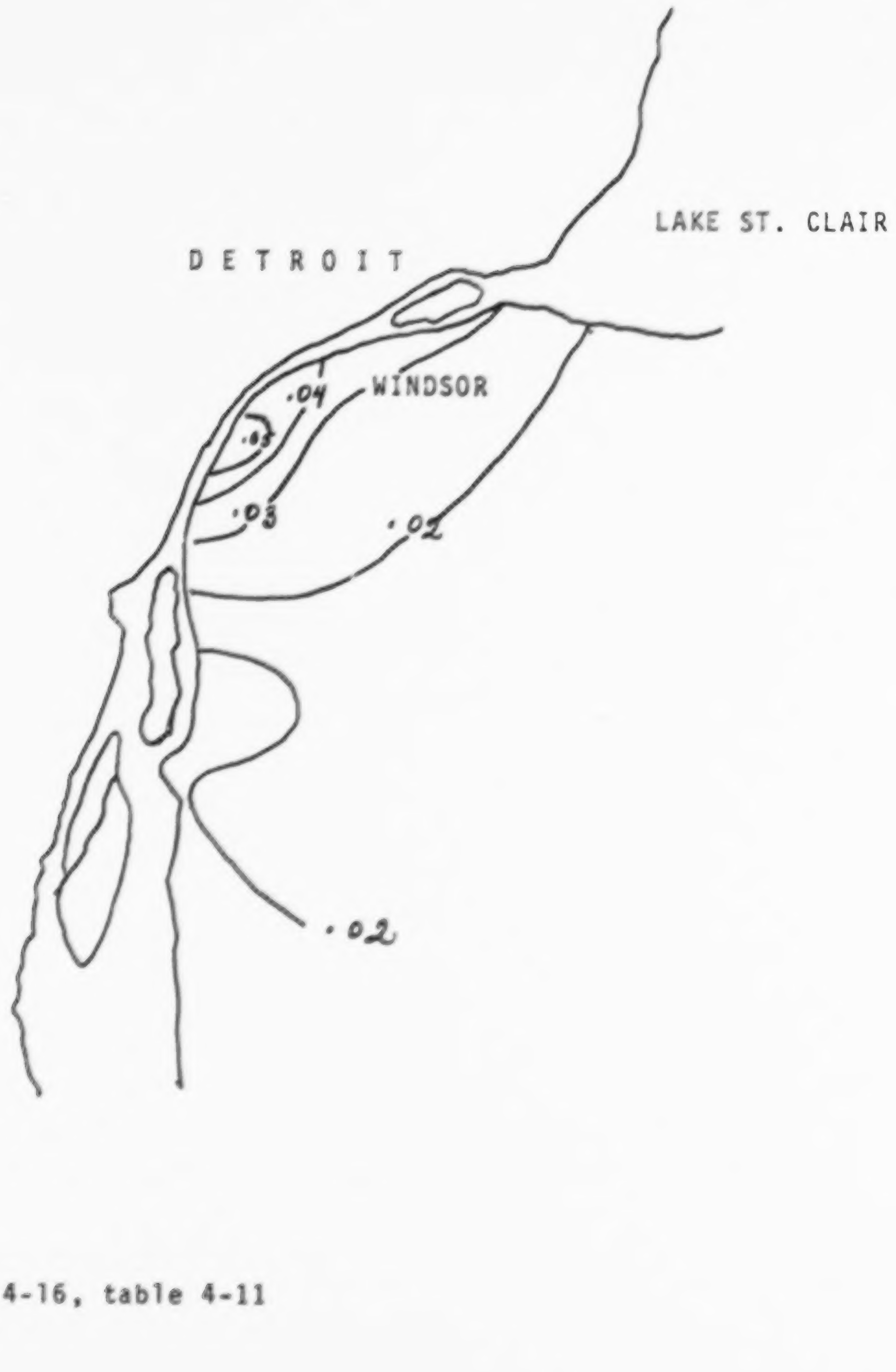
A case study of Station 203 in Windsor showed that soiling indices exceeding 2.0 Coh/1,000 lineal feet occurred most frequently when the wind was from a westerly direction.

The dispersion model estimates show that Belle Isle and the mainland area in the immediate vicinity of Detroit are affected by Canadian area and point sources of particulates. The maximum contributions (20μg/m^3) from Canada to the Detroit area, however, averaged well below both the Ontario standards and the proposed Michigan standards.

In the Detroit -- Windsor area, suspended particulates were measured at 34 locations. Thirty-three of the 34 locations reported annual means in excess of 60μg/m^3. Ten stations in Windsor and 13 in Detroit reported annual means in excess of 80μg/m^3. Eight stations each in Detroit and Windsor reported annual means in excess of 100μg/m^3.

St.Clair-Detroit Air Pollution Board, Joint Air Pollution Study of St. Clair-Detroit River Areas for International Joint Commission Canada and the United States Ottawa & Washington, 1971 pp.XXI-XXII.

DISTRIBUTION OF SULPHUR DIOXIDE CONCENTRATIONS


LAKE ST. CLAIR
DETROIT
.04
WINDSOR
.05
.03
.02
.02

Ibid., p.4-16, table 4-11

AIR POLUTION AT WINDSOR

SULPHUR DIOXIDE

Ontario Criteria		Maximum at Windsor Station 12008	No.of Times Above Criteria
1 hr.	25ppm	63ppm	88
24hrs.	10ppm	26ppm	16

SUSPENDED PARTICLES

24hrs.	1.0COH/1,000ft.	3.1 COH/1,000ft.	4
1 yr.	.45COH/1,000ft.	1.4 COH/1,000ft.	nil

OXIDANTS

1 hr.	.10ppm	.16ppm	68
24hrs.	.03ppm	.08ppm	79

NITROGEN OXIDES

1 hr.	.20ppm	.55ppm	35
24hrs.	.10ppm	.20ppm	9

CARBON MONOXIDE

1 hr.	40ppm	21ppm	nil
24hrs.	8ppm	10ppm	5

From: Report on Continuous Air Quality Monitoring Stations 1970, Ont. Department of the Environment, Air Management Branch.

WATER POLLUTION

"The Great Lakes, often referred to as the "Heartland of North America", contain the largest concentration of fresh water in the world. In 1966, 30 million people lived on or near the Great Lakes. This is equivalent to one out of every three Canadians and one out of every eight Americans. The Canadian waters of the Great Lakes, their Connecting Channels and the International Section of the St. Lawrence River are all within the boundaries of the Province of Ontario....

The Great Lakes region produces one-fifth of the United States and one-half of the Canadian gross national product. The value of industrial output in the United States portion of the Lake Erie basin was $17 billion and of the Lake Ontario basin $4 billion in 1964. In all of the United States it was approximately $200 billion. Similarly the value of industrial output in the Canadian portion of the Lake Erie basin was $0.9 billion and of the Lake Ontario basin $2.8 billion in 1964. In all of Canada it was approximately $16 billion. At the Great Lakes Environmental Conference in Toronto on September 10, 1970 Governor Rhodes of Ohio stated that 50 percent of the taxes collected in the United States came from the eight Great Lakes States....

The volume of Lake Erie is 110 cubic miles. The land area of Lake Erie's Drainage Basin including Lake St. Clair is 29,700 square miles of which 70 percent lies in the United States. The Detroit River with a mean flow of 188,000 cubic feet per second (cfs) contributes 90 percent of the inflow to Lake Erie.

The lower Great Lakes support a commercial fishing industry of economic importance. The market value of the 1967 commercial catch in Lake Erie was worth $4.7 million; in Lake Ontario $0.3million. Sport fishing is popular in the protected areas of the Lakes.

In Lake Erie waterfowl are found in large numbers at Long Point, Pelee Point and Kingsville on the north shore, the marsh areas on the southern shores and in the Western Basin. The wetland areas along the shoreline of Lake Ontario and the St. Lawrence River are also the habitat of waterfowl. Many birds winter near the Detroit and Niagara Rivers. Fur-bearing animals are now relatively scarce."

This unique resource is now being polluted at a rate indicated in the following table:

POLLUTING WASTES DISCHARGED INTO LAKE ERIE IN TONS PER YEAR

	FROM DETROIT RIVER	FROM ONTARIO	TOTAL
TOTAL SOLIDS	30,600,000 tons	1,075,000 tons	39,715,000 tons
SUSPENDED SOLIDS	1,600,000 tons	86,500 tons	4,636,000 tons
BOD_5	91,000 tons	11,000 tons	199,500 tons
TOTAL NITROGEN	126,000 tons	5,000 tons	177,500 tons
TOTAL PHOSPHORUS	17,500 tons	1,500 tons	30,000 tons
CHLORIDES	3,300,000 tons	52,000 tons	4,488,000 tons

International joint Commission, Canada and United States, *Pollution of Lake Erie, Lake Ontario and the International Section of the St. Lawrence River*, n.p. 1970

"The wastes willfully or unwittingly discharged into Lake Erie, Lake Ontario and the International Section of the St. Lawrence River produce not only local but also lake-wide pollution that has both immediate and long-term effects. Present knowledge and understanding of the intricate chemical reactions, biological activities, and the dispersal and disposition of unusual and relatively unknown pollutants is limited so that the Commission cannot report on all the possible effects brought about by the activities of man.

Fish are a useful barometer of the actual degree of water pollution present. Water in satisfactory condition will support a variety of fish life. Fish are the terminal part of the food chain in a complex aquatic environment. Unless the lakes continue to supply the fish with the food, shelter, spawning sites, oxygen and suitable temperatures, they cannot thrive.

The fish populations in the Lower Great Lakes have undergone dramatic changes in the last two decades. The once famous fishery for blue pike, whitefish and cisco is gone. The blue walleye unique to Lakes Erie and Ontario, is apparently extinct. Sauger populations have declined as have yellow walleye and lake trout. Accompanying changes in the physical environment, factors such as lamprey predation and

and inadequate fishery management practices have set off chain reactions among fish populations. The result has been the disappearance or near disappearance of commercially valuable species such as whitefish and ciscoes and an increase in less valuable species such as the smelt, yellow perch and gizzard shad. White perch, a recent invader, is now a dominant species in many parts of Lake Ontario. Pollution-tolerant species have become dominant in the commercial production of Lakes Erie and Ontario, with the exception of the Bay of Quinte region.

Collected data indicate that the Canadian shoreline for 10 miles east of the Detroit River is the only area affected by transboundary bacterial pollution. Approximately one-third of the United States shoreline is either continuously or intermittently fouled with bacterial contamination. The bacterial quality along the Canadian shoreline is acceptable except for the shoreline extending 10 miles east of the Detroit River and near Port Maitland."

The Report also speaks of the adverse effects on recreation, wild life and the general ecology.

Quoted from International Joint Commission, Canada and United States, Pollution of Lake Erie, Lake Ontario and the International Section of the St. Lawrence River, n.p. 1970 pp.17-24

APPENDIX I

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APPENDIX I

SELECTED BIBLIOGRAPHY

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